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UNIVERSITY OF ALBERTA

STUDENT LEADERSHIP IN PHYSICAL EDUCATION

by

Philip Quinn

A THESIS SUBMITTED TO

THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF

MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

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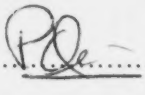

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STUDENT LEADERSHIP IN PHYSICAL EDUCATION

submitted by Philip Quinn in partial fulfillment of the requirements for the degree of Master of Education.

Dr. Andrea Borys
Supervisor

Dr. Larry Beauchamp

Dr. David Sande

DATE..OCTOBER...5,.1992.....

DEDICATION

I wish to dedicate this thesis, first, to all teachers who choose to teach leadership in their physical education program because I believe that students grow from leadership experiences. Second, to the eight participants who agreed to be part of this investigation. It was their cooperation and insight which truly made this study a reality. Finally, to my family, Ann, Kevin, Sarah, and Nathan. Their constant love and support enabled me to continue, when at times it was very difficult.

ABSTRACT

School physical education has incorporated leadership into its curriculum because the physical education environment can be structured so that leadership learnings may occur. It is believed that students can be provided with the opportunities to develop such skills as communication, organization, and decision making while interacting with others in the physical education environment.

What is leadership and how is it manifested within a curriculum of physical education? A clear definition appears to be lacking among physical education teachers. This study uncovers the meanings ascribed to student leadership by physical education teachers. In addition the intents of the leadership component within a physical education course are unraveled and the types of leadership learning activities are determined to provide a curricular focus to this investigation.

Eight physical education 30 teachers were interviewed on three separate occasions and they responded to questions regarding the nature of student leadership learning within their programs. Questions revolved around the following three perspectives:

1. What is leadership?

2. Why is leadership part of the program?

3. How is leadership developed?

Through analysis of these three perspectives, the underlying meaning emerged as themes. First, the self-improvement thrust of leadership in physical education consistently manifested itself in the data. Second, teachers emphatically pointed to the experiencing of leadership roles and situations as the basis of their leadership teaching. Although no

common view of leadership emerged, three themes evolved:

1. Leadership is a vehicle for growth.

2. Learning about leadership is experientially based.

3. Teachers' meanings of leadership.

Teachers in this study identified two principles and six areas of importance when teaching leadership in physical education. The two guiding principles included making learning in leadership a priority and outlining clear expectations to students. In addition preparation, leadership opportunities, capitalizing on teachable moments, feedback, reflection, and evaluation were critical components to consider when teaching leadership in physical education.

Eight physical education teachers shared their meanings of student leadership by relating personal stories, examples, and analogies. Four key conclusions emerged from this study:

1. The intent of the leadership component was to provide a means for personal growth, not to make students into leaders.
2. The leadership objectives were unclear and difficult to measure.
3. Learning about leadership is experientially based.
4. The teacher assumed the role of facilitator.

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CHAPTER ONE
THE QUESTION OF STUDENT LEADERSHIP

Introduction

School physical education has incorporated leadership into its curriculum because the physical education context can be structured to facilitate leadership development. Students can be provided with opportunities to develop skills such as communication, organization, and decision making while interacting with others in the physical education mileau.

Leadership experiences in physical education are many and varied (Watson, 1972). What is leadership and how is it manifested within a curriculum of physical education? A clear definition of leadership is lacking among physical education teachers. Therefore, the uncovering of meanings ascribed to leadership by physical education teachers is important to understanding the student leadership experience. Examining leadership from a teacher's perspective is critical because the teacher is the one who interpretes the leadership component in the curriculum to help students develop the knowledge, skills, and traits associated with the act of leading.

Coming To The Question

The curricular emphasis presently given to student leadership within the high school physical education 30 curriculum varies. This observation is based on discussions held with Edmonton's two physical education consultants, eight teachers, and feedback obtained

from a questionnaire given to all physical education high school department heads. As part of the leadership component in physical education, the following activities are included: peer teaching, officiating, intramural organization, interschool managerial tasks, coaching, outdoor education, and community involvement.

Although students participate in a variety of leadership activities, there is no systematic plan to incorporate leadership into the physical education curriculum by either the Edmonton Public or Separate School Districts. In addition to leadership lacking a definition, the intents lack clarity, few resources are included within the programs, evaluation is unclear and the developmental learning process appears to be somewhat haphazard with learning occurring largely through osmosis.

If physical educators desire to incorporate the topic of leadership into their program, they should be concerned with understanding the nature of leadership experiences. Thus, two primary questions guide this research study: What meanings do physical education teachers ascribe to leadership and what characterizes the curriculum in the leadership area?

In addition, the following specific questions were asked:

1) What are the intents of the leadership component?
2) What leadership learning activities do teachers include?
3) Why do teachers implement specific leadership learning activities?
4) What resource materials are provided for students?
5) How is student progress determined?

Definitions

1. Wholistic Leadership	Wholistic leadership is an individual, a group, or an organization intentionally influencing the behaviors, attitudes, and values of another individual, group, or organization in the areas of work skills, people skills, and self skills to improve their performance to achieve individual goals, group goals, and organizational goals (Benson, 1987).
2) Leadership Development	The process by which individuals learn the skills and knowledge of leadership.

Limitations

1) Personal biases of the researcher influence the analysis of the data.
2) Personal biases of the informants may result in selective data being revealed.
3) The interview is the major data collecting tool used.
4) The sample size is small.
5) The investigator is a novice interviewer even though a pilot study was conducted.
6) The researcher selectively determines the data to be analyzed and discussed.

Delimitations

1) The study involves eight high school physical education 30 teachers in Edmonton.
2) The teachers selected expressed an interest in promoting student leadership development in their schools.

Assumptions

1) Teachers are the best source of data for trying to understand the student leadership phenomenon in physical education.
2) The interview is the most effective technique for retrieving the necessary data.
3) Informants provide accurate and truthful information.
4) Currently, the student leadership component in physical education is inadequately developed.

Significance of the Study

Although the benefits of student leadership have been cited by many sources including teachers, administrators, curriculum designers, literature authors, and students themselves, teachers' understanding of leadership in a physical education context is unclear. Few studies have examined student leadership in physical education from the perspective of the teacher.

Policy documents issued by government agencies often include the importance of people assuming responsibility in society. The Policy Statement of the Government of Alberta on Secondary Education (1985) states that the guiding principles reflect a

commitment to educating young people to assume responsibility for themselves and for the future direction of society. A publication titled "National Policies and Practices Concerning the Role of Physical Education and Sport in the Education of Youth" (1980) states that one of its aims is to contribute to the development of leadership qualities by giving students responsibility in various phases of the physical education program. Responsibility is an obvious commonality between the two previous statements. The implication is that leadership opportunities promote responsibility, which is an important attribute emanating from the Alberta Education Policy Statement.

Alberta's Physical Education Curriculum Guide (1988) includes student leadership under the heading of "Planning, Teaching, and Evaluating," suggesting that students be given opportunities to develop skills in decision making, communicating, problem solving, and group interaction. In addition, carefully structured programs utilizing these skills have the potential to develop desirable personal qualities such as self-confidence, initiative, reliability, perseverance, empathy, tolerance, understanding, and cooperation. The Canadian Association for Health, Physical Education and Recreation (CAHPER) under the sponsorship of Fitness Canada (1988) has developed the Quality, Daily Physical Education Program. It contains a national directive to include leadership as part of a quality physical education program. The area of service and leadership is not a dimension in itself, but is integrated into each of the seven physical activity dimensions (games, aquatics, gymnastics, etc.). A study to better

understand the meanings physical education teachers give to leadership is pertinent.

Prominent curriculum people in the field of physical education have expressed the need for a leadership focus. Hellison (1985), after observing that students are generally unmotivated to achieve in the traditional physical education setting which stresses physical skill development, created a model of teaching physical education which emphasizes a humanistic approach. Within his model, leadership activities such as peer instruction and reciprocal teaching are encouraged. He contends that students need and want more from physical education than is currently being offered and that humanistic objectives, including leadership activities, serve this end.

Leadership experiences are linked to democratic ideals and democratic education. Wood (1988) reviewed a book by Eliot Wigginton called Sometimes a Shining Moment: The Foxfire Experience. Wigginton's book suggests that students need to be prepared for living in a democratic society. Currently students make very few choices and have little input into the nature of their educational experiences. The emphasis in Wigginton's philosophy is "on the active learner, education as a process as opposed to a product, and the central role of experience in education" (p. 34). Students need to take ownership of their education through democratic empowerment. Wood (1988) feels that this approach to education helps students see that they can and should make a difference in this world while developing a commitment to others. Students also have ample opportunity to make meaningful decisions because they become active learners through personal experiences.

If the future direction of education is leaning toward a democratic thrust, a leadership study is very significant.

There is little consensus with respect to how teachers attempt to teach leadership. Leadership models and materials are needed to assist teachers in developing youth leadership (Ames et al., 1987) and it is important for this instructional issue to be given consideration. Kidd (1971) provides guidelines for secondary school physical education which include leadership opportunities. Teachers may provide leadership opportunities such as organizing an intramural activity or peer teaching but does their teaching responsibility cease at the moment the student assumes responsibility? The role of the teacher in developing leaders is seldom made explicit. Leatt (1987) suggests that the teacher should be a role model, be willing to give considerable time, be resourceful and have a sense of commitment, believe in students, and articulate a vision. The teacher needs elucidation on what is feasibly practical to undertake within a leadership component in physical education.

It is important to study student leadership development, not only from the point of view that students have much to gain but also that their growth will benefit others. Dasberg (1983) reminds us that "not only teachers are educators, but also parents, youth leaders.....and so on" (p.117). By helping students to assist others, the effect of our work as educators is magnified. Students can and do make a significant difference in the life of a school when they are given a chance to exercise their talent and energy (Leatt, 1987).

Studies to date (Jaeger & Bockstruck, 1959; Watson, 1972; Hannah, 1979; Blank, 1986; Raiola, 1988) on student leadership have

focussed on questions relating to student attitudes and competencies. No researcher has studied the meanings that physical educators ascribe to leadership.

This study is significant because it attempts to understand student leadership from the perspective of the physical education teacher. The Alberta Secondary Physical Education Curriculum recommends the inclusion of leadership because of its potential for social development. Alberta Education links leadership to the development of responsibility. If, as Hannah (1979) suggests, many school systems mention leadership development as a goal, then we should know what leadership means to teachers. If the experiences, values, biases, and suggestions of teachers are articulated, then the delivery of student leadership development can be understood. Other teachers can benefit from this knowledge and their students can experience carefully structured leadership programs.

Personal Stance

When I was in grade 11, the school I attended was in the process of investigating the possibility of implementing a Physical Education 30 course and I was one of the students in our Physical Education 20 class who surveyed adjacent high schools to determine the content of their programs. Leadership was a priority at that time and therefore became the focus of our new course the following year. Consequently, I had the opportunity to experience leadership as a high school physical education student. In addition to serving as the

editor of the school sports newspaper, my leadership activities included organizing a number of special events within the school.

In my fourth year of the Bachelor of Physical Education program at the University of Alberta, as part of a course assignment I formulated my philosophy of physical education. At that time, I believed that physical motor skill development was important but not the only objective of physical education. There should be a challenging progression of activities from grade 10-12 to help the student realize that there are many facets to learning in physical education. Knowledge, motor skill, mental ability, strategy, relationships, and leadership were aspects of the progression. Based on my experiences as a student, which were very positive, and my belief that physical education should both challenge and develop the total person, leadership surfaced as one of the most important aspects of a quality physical education program.

This philosophy came to life when I began teaching in 1980 and I incorporated opportunities for leadership development in the physical education 20 and in particular, physical education 30 programs. For example, I matched each grade 12 student with 3-4 elementary students and we camped for two days at a Provincial Park. The grade 12 student was responsible for meal preparation, camp set-up, and scheduling activities for his/her group. Other examples of leadership development opportunities included students leading a portion of a fitness class, delivering an oral presentation in class, and organizing a segment of the intramural program. For the most part I have been pleased with the leadership experiences I have provided for students. However, at times I have had doubts

about the quality of those experiences. For instance, I wasn't checking to see what, if anything, my students had learned from the experience. My follow-up to the leadership activities was haphazard at best. Often I questioned myself regarding the leadership preparation I provided for my students. Was I, as a physical educator, offering activities that provided an enriching opportunity for student leadership development? Since leadership was a prominent component of my physical education program, a research study to examine leadership in depth from the perspective of other physical educators was of great personal significance. I wanted to improve how I impacted students through the leadership component in physical education.

CHAPTER TWO
REVIEW OF THE LITERATURE

Introduction

This review examines youth leadership in relation to general leadership theory and the physical education curriculum literature. The following sub-areas will be addressed:

1. General leadership theory
2. Subject matter in physical education
3. Rationale for leadership opportunities in physical education

General Leadership Theory

What is Leadership?

There are as many definitions of leadership as there are people who have tried to define it (Stogdill, 1974). Hollander (1964) stated that a leader "denotes an individual with a status that permits him to exercise influence over certain other individuals" (p. 16). For Fiedler (1967) a leader is "an individual in the group given the task of directing and coordinating task-relevant group activities or who, in the absence of a designated leader, carries the primary responsibility for performing these functions in the group" (p. 8). Bass' (1960) view of leadership is "when the goal of one member A, is that of changing another member, B; or when B's change in behavior will reward A or reinforce A's behavior, A's effort to obtain the goal is

leadership" (p. 89). "Leadership is a process of mutual stimulation which, by the successful interplay of relevant individual differences, controls human energy in the pursuit of a common cause" (Pigors, 1935, p. 16). In his review of the leadership literature, Stogdill (1974) identifies ten different foci which people have attempted to define leadership:

- as a focus of group processes
- as personality and its effects
- as the art of inducing compliance
- as the exercise of influence
- as an act or behavior
- as a form of persuasion
- as an instrument of goal attainment
- as an effect of interaction
- as a differentiated role
- as the initiation of structure

Instead of striving for an all inclusive definition, it may be more worthwhile to examine the concept in terms of key components. Five dimensions emerge when discussing the notion of leadership. First, leadership involves specific roles i.e. for a particular situation there is a leader or leaders and one or more followers. At some point this distinction is imperative. Leaders must be accepted by their followers. Each role has certain expectations. For example, the followers want to achieve the goal with the leader's assistance and they want to be treated fairly. The leaders want the respect of the followers. Second, influence is manifested in some form. The influence should be intentional. Third, power is a factor

with respect to influence. French and Raven (1959) identify five forms of power: legitimate, reward, coercive, expert, and referent. Leaders use the power at their disposal to appropriately influence those who follow them. Fourth, leadership implies that personal interaction takes place. Fifth, the leaders and followers are actively working toward achieving a goal.

To define leadership is a difficult task. In order to apply the term in a variety of contexts, it is probably reasonable to consider leadership as the sum of the key components or dimensions, as suggested above.

Leadership Theories

Theories of leadership attempt to explain (1) the factors involved in emergence of leadership or (2) the nature of leadership (Stogdill, 1974). Jordan (1989) provides a summary of the numerous theories existing in the literature today by identifying four theory bases. Some overlap of content is evident among the bases but the framework assists a reader in understanding the many approaches that have been taken while struggling to grasp the notion of leadership. The four theory bases are trait, behavioral, group, and situational. The foundations of each base will be briefly described and then a few specific examples of theories which could be included in that particular category will be cited.

Trait. From about 1930 to 1955 leaders were often judged or evaluated by the traits they possessed or brought to the job (Sessoms & Stevenson, 1981). It was assumed that all great leaders exhibited certain characteristics which allowed them to rise above the masses.

Stogdill (1974) surveyed 168 studies on leadership traits conducted between 1948 and 1970. Some of the common leadership traits emerging from his survey were aggressiveness, enthusiasm, objectivity, tough-mindedness, resourcefulness, tolerance of stress, and initiative. Traits were classified as either physical or personality oriented. According to the trait theories, followers look to these individuals for leadership because of the outstanding traits the leader possesses (Jordan, 1989). If determining leadership traits formed the core of our understanding of the leadership phenomenon, potential leaders could be strongly encouraged to develop these characteristics or it could be easier to identify possible leaders. However, trait theories are limited. Yukl (1989) states that certain traits increase the likelihood that a leader will be effective, but they do not guarantee effectiveness.

One of the specific theories arising from this base is called "The Great Man Theory." Studies have been done which attempted to explain leadership on the basis of inheritance (Stogdill, 1974). The relatives of kings often became men and women of power and influence. It was felt that the few superior individuals in terms of intelligence, energy, and moral force would emerge to influence the general population. Sessoms and Stevenson (1981) discussed the various subsets of "The Great Man Theory." Princes are motivated by a desire for power over others. Heroes possess superior intuitive insight and great sincerity and are followed almost to the point of worship.

Attributional theory states that followers attribute an occurrence to the leader, whether or not leadership had anything to

do with it (Jordan, 1989). Leadership is attributed to the one who looks and acts like a leader. The perceptions generated by the followers can profoundly affect the leadership scenario. An example of the manifestation of this theory would be the assumption that doctors, because of their leadership in the field of medicine, would also be a good leader as the chairperson of the Parent-Teacher Association.

Behavioral. In the behavioral realm, leadership theory is described on the basis of the behaviors demonstrated by the leader. Often adolescents are told, 'if you want to be treated as an adult, then you have to act like one.' If individuals behave in a particular manner, they will be accorded leadership status. Writers who agree with this theory base believe that an effective leader exhibits particular behaviors at a specific time (Jordan, 1989). The leadership acts may include problem solving, dominance, increased talking time, or greater amounts of unsolicited input.

Ross and Hendry (1957) discuss three general categories of leadership theory, one of which is "leadership as a function of a group." Researchers concentrated on actual groups in action when the limitations in trait theory became evident. Consequently, a growing need was perceived to observe behavior, to isolate leadership acts, and to describe the interaction between leaders and non-leaders. Initially attempts were made to categorize leadership behavior by examining the behavior of outstanding leaders.

Throughout the history of the study of leadership, especially in business and industry, behavioral scientists have examined styles of leadership (Sessoms & Stevenson, 1981). Three popular categories of

leadership styles are autocratic, democratic, and laissez-faire. The autocratic leader expects obedience from the group, determines group policy, and usually makes decisions alone. This leader is production oriented. The democratic leadership style is often called "shared" or "participant" leadership. Democratic leaders treat each person as having dignity and having personal worth. Opinions are sought from group members, the setting of goals is a shared activity, and each person is made to feel a part of the team. Some of the words often used to describe the laissez-faire approach would be no supervision, pressure-less, totally permissive, goal-less, and disorganized. These three leadership styles reflect a behavioral slant to the study of leadership.

Group. Group based theories recognize an interaction between leader and followers in the total process of leadership (Jordan, 1989). The interaction is usually reciprocal in that the followers impact the leader as well as the leader influencing the followers. Theories grounded in participant-leader interaction attempt to explain the dynamic nature of group-leader expectations, relationships, and roles. This particular cluster of theories may also investigate the effect of leader motivation on followers.

Stogdill (1974) developed an expectancy-reinforcement theory of role attainment. As group members work together to achieve the pre-determined task, they reinforce the expectation that each person will continue to interact as he or she did in the past. Therefore, a role is defined. Through mutually confirmed expectations, an individual contributes to the group. The leadership potential of any

member is defined by the extent to which he or she initiates and maintains structure in interaction and expectation.

A theory proposed by Bass (1960) includes a number of variables relative to the group process. Concepts such as motivation, change, and rewards are crucial to this theory. Essentially, leadership is an act to change motivation or behavior. Motivation is changed by altering the expectations of reward or punishment. Leaders assume their position because of a perceived ability to alter group member's behavior through the granting or denying of rewards. Leaders are valued when they enable a group to provide expected rewards.

The degree to which the leader exhibits consideration of others tends to determine the follower's perception of the available rewards. House (1971) proposed a path-goal theory of leadership. "The motivational functions of the leader consist of increasing personal pay-offs to subordinates for work-goal attainment, and making the path to these pay-offs easier to travel by clarifying it, reducing roadblocks and pitfalls, and increasing the opportunities for personal satisfaction en route" (p.322). An effective leader is sensitive to the needs of the followers. The leader helps the follower to recognize a worthwhile goal to pursue and then actively assists in the journey toward goal attainment. For example, a teacher may help a student recognize that fitness activities are beneficial because of an attractive goal i.e. weight reduction. The leader realizes that certain needs, such as proper technical information, safety considerations, and plenty of encouragement have to be considered.

Situational. Theories involving situations can be viewed from two perspectives. The first point of view is one that isolates the situation as the main variable of study. Early situational theory was concerned with the effects of the cultural milieu upon leadership and how the cultural situation of the time allowed a person to emerge as the leader (Jordan, 1989). The second perspective not only incorporates the situation, but also the leader and the followers to explain the leadership process. According to this theory base, at the time of the call for leadership, the leader demonstrates actions as a response to the situation and the characteristics of the followers. For example, leaders in a life and death situation use a different approach to leading than if they were in a casual, non-threatening situation.

McGregor (1966) wrote about "Theory X, and Theory Y." Theory X stated that leaders attempt to direct and motivate people to fit the needs of the organization. People were assumed to be passive, disinterested in work, and resistant to being led. Based on the belief that people are motivated and desire responsibility, Theory Y leaders set up conditions within an organization so that individuals work to fulfill their needs while at the same time, work to achieve objectives of the organization.

Some situational theories combined leadership styles with factors of the situation. Fred Fiedler (1967) developed the Contingency Model of leadership effectiveness where leadership style was identified initially by completing the Least Preferred Co-Worker (LPC) scale. A leader chose one person who they have had the most difficulty working with and described that person based on

Fiedler's LPC scale. The results usually indicated either a task oriented or a people oriented leader. Then the situational aspect was considered. What is a leadership situation? It was classified by the degree to which the situation provided the leader with control. There were three major components which determined the control and influence in a situation. The most important component was leader member relations. Basically this was the support given to the leader by the followers. The second variable was the task, or the degree to which the task defined the goals, procedures, and guidelines. The final component was position power and this was defined as the degree to which the position gave the leader authority to reward and punish subordinates. A particular leadership style was more or less effective depending upon the components influencing the situation.

Hersey and Blanchard's (1984) situational leadership theory examined how leader behavior related to one situational variable. Leader behavior was classified as either task or relationship behavior. The situational variable was follower maturity. This maturity assumed two forms: (1) job maturity was concerned with task-relevant skills and technical knowledge, and (2) psychological maturity referred to self-confidence and self-respect. The level of subordinate maturity determined the optimal level of leader behavior. As the maturity of the followers increased from a minimum to a moderate level, the leader used more relations behavior and less task behavior. The leader decreased both relations and task behavior when maturity moved beyond a moderate level. According to this theory, leaders will be effective if they assess the

maturity level of the followers and apply the appropriate leader behavior.

Subject Matter in Physical Education

Through movement in physical education, not only is motor skill developed, but other learnings such as social development occur. Leadership, as it relates to social development, is a component of physical education which is not well defined or articulated within curriculums.

The subject matter in physical education varies greatly depending upon the curriculum model teachers select. Models provide a basis for making decisions regarding the selection of educational experiences. Jewett and Bain (1985) cite seven physical education curriculum models: Developmental Education, Humanistic Physical Education, Fitness, Movement Education, Kinesiological Studies, Play Education, and Personal Meaning. Each model structures content based on certain values and beliefs. For example, the Play Model emphasizes the development of physical skills. The Humanistic Model encourages the student to analyze him/herself in a physical setting and select content pursuant to individual needs. The Kinesiological Model uses the understanding and analysis of movement principles as the core of the subject matter. Jewett and Bain (1985) appropriately capture the essence of the subject matter in physical education: "Physical education, to share meaningfully in the education of the learner, must provide experiences that improve his ability to move, that engage his thought processes, and that

contribute positively to his developing value system and to the esteem in which he regards himself and others" (p.58).

How does leadership relate to the aforementioned curriculum models? Leadership can be linked primarily to the Personal Meaning Model. Jewett and her colleagues (1977) designed a conceptual framework known as the Purpose Process Curriculum Framework which includes twenty-two purposes for moving which are grouped into three value clusters: fitness, performance, and transcendence. Students select purposes based on individual needs and thus the personal meaning focus. One of the twenty-two purposes, under Social Interaction, is 'Leadership. I move to motivate and influence group members to achieve common goals.' Leadership is recognized as a legitimate goal in physical education.

Alberta Education (1988) has an established program rationale and philosophy:

> Alberta's secondary schooling process is comprised of a variety of subjects and experiences designed to help all students reach their fullest potential. While the unique contributions of physical education to the school program are motor skill development and physical fitness, physical education is concerned with the whole being and therefore consists of learning modes that are based upon the interrelated cognitive, affective, and psychomotor behaviors of students.
> The physical education program, a vital part of the schooling process, features a student-centered learning environment that attempts to meet the needs of all students in order to

> encourage their optimal development. The program is designed for a wide range of student abilities, and, therefore, is comprised of varying activities, progressions in difficulty, and standards of achievement (p. 1).

Alberta Education lists five goals of secondary physical education:

1. The physical education program should assist the student's individual development of motor skills that are effective, efficient, and applicable to a wide variety of physical activities.
2. The physical education program should assist the student to develop, monitor, and maintain an appropriate, individual fitness level.
3. The physical education program should assist the student to understand concepts basic the physical movement and to apply these understandings to a variety of physical activities.
4. The physical education program will assist the student to develop positive personal attributes.
5. The physical education program will assist the students to develop positive interpersonal skills transferable to other areas of their lives (pp. 1-3).

The content of the Alberta Curriculum is as follows:

> The secondary physical education program is comprised of seven dimensions: aquatics, dance, fitness, games, gymnastics, individual activities, and outdoor pursuits. By engaging in a balanced selection of activities drawn from each dimension at levels appropriate to each student's unique ability and aptitude,

> students will develop their physical skills, knowledge of physical movement, positive personal attributes, and interpersonal skills and attitudes. Confidence, respect for oneself and others, and a predisposition toward lifelong engagement in physical activity, with the attendant rewards of health, self-esteem and positive social relationships, are the long-term objectives of the physical education program (p. 3).

With respect to the Alberta Curriculum, leadership is a topic that is aligned with the philosophy, goals, and content as prescribed by Alberta Education. Leadership features a student-centered learning environment interrelating cognitive, affective, and psychomotor behaviors. Activities involving leadership are designed for a wide range of student abilities. Leadership activities can be used to accomplish goals four and five. For example, leadership activities help students develop positive personal attributes such as confidence, self-esteem, and understanding strengths and limitations. As well, interpersonal skills can be developed through leadership experiences as students consider and understand the needs, strengths, and limitations of others.

The 1988 Secondary Physical Education Curriculum Guide published by Alberta Education discusses student leadership under the section entitled "Planning, Teaching, and Evaluating." This guide suggests that opportunities for students to develop skills in decision making, organizing, communicating, problem solving, and group interaction be integrated into all dimensions of the instructional, intramural, and interschool programs.

Rationale For Leadership Opportunities in Physical Education

Many professionals in the field of physical education are advocating the need for quality, daily physical education. Cooney and Betito (1988) suggest that leadership opportunities are part of a quality physical education program. Physical education provides a meaningful context to apply decision making skills in relation to physical activity. "Regular activity helps Canadians lead more productive lives by developing appropriate ways of behaving which are valued in the work force such as ..... providing leadership" (Cooney & Betito, 1988, p.39).

Some school districts include a leadership thrust within their physical education curriculum. For example, the Calgary Board of Education Physical Education Curriculum Framework(1983) includes a Service and Leadership dimension. Five areas are identified within this dimension: Sports Medicine (trainer, first aid), Officiating (timer, scorer, referee, statistician), Instructional Assistant (monitor), Teaching (teacher aid, coaching assistant, class reports, swim instructor, camp counsellor), and Intramural Leadership.

The Calgary curriculum document includes:

> Service and leadership functions are brought out in units on games, gymnastics, dance aquatics, track and field, outdoor pursuits, and combative games. This is done by emphasizing social skills such as sportsmanship, etiquette, cooperation,

> responsibility, communication skills, etc. as illustrated on the curriculum model. Emphasis should also include the attitudes and appreciations on the curriculum model. Students may be involved in leadership situations such as officiating to enhance the classroom and intramural programs and all students should be involved in leadership experiences such as squad leaders, equipment handlers, distributors, collectors, demonstrators, etc. (p. 18).

Departments of Education develop and implement specific student leadership courses in physical education. In 1975, the Program and Implementation Branch of the Department of Education of New Brunswick offered a course called "Physical Education 122: Leadership in Physical Education and Recreation." The New Brunswick educators believed that one of the greatest needs in today's automated society was dynamic leadership. Through physical activities Physical Education 122 provided students with concrete leadership opportunities. The purpose was to "prepare skilled and knowledgeable leaders with an interest in assuming a personal and dynamic involvement in community sport and recreation programs" (p. 4). A comprehensive course outline and numerous resources were included in the curriculum guide.

Schools also develop courses in leadership. Findlater (1988) developed a physical education leadership course at A.N. Meyer Secondary School in Ontario. The course was based on the premise that the needs of high school students in physical education were inadequately met and the emphasis on skill development and

competition was turning kids off physical education. Human movement was the vehicle used to introduce students to four aspects of leadership: 1) Leadership styles, 2) Planning and organization, 3) Personal responsibility, and 4) Components of effective leadership. When physical education students were given a chance to lead peers in a controlled environment, their sense of responsibility and self esteem increased. The students perceived that the carry over value to other parts of their lives was direct and immediate.

The Canadian Intramural Recreation Association (CIRA) is a national association founded to promote the development of intramural and recreation programs at all levels of education. CIRA (1985) initiated and designed a Student Leadership Development Program to meet the needs of students working in intramural programs. The teacher and student workbooks are used as part of a class or on an extracurricular basis with students during their own time. Leadership materials include a series of workshop activities to be conducted by the teacher sponsor. There are three purposes to the activities:

1. To develop team spirit and cooperative attitudes among Council members.
2. To help students understand leadership concepts.
3. To provide practice in communication, group processes, and personal development skills (p. 3).

Studies have determined the attitudes of secondary school students towards leadership. In 1979, Mangham surveyed high school students in Georgia and asked them to rank 22 purposes of physical education in terms of personal importance. Leadership was

ranked number three, behind respiratory efficiency and neuromuscular efficiency. In a similar study undertaken by Laplante in 1973, leadership ranked number ten with respect to relevance for students.

Innovative ideas for secondary school physical education often include student leadership development. Barry (1976) compiled a number of articles submitted by teachers in the state of Maryland describing the programs implemented in their physical education curriculum. Under the category of programs listed as career/leadership, four examples were cited. The first was a course entitled Recreational Leadership. Its objective was to provide information about recreation and to provide actual opportunities to participate in leadership type activities. Guest speakers and field trips were important components of this program. The content of the first six weeks was planned by the instructor, the next six weeks were planned by both the students and the teacher, and the final six weeks were arranged solely by the students.

A second school submitted information regarding a course called Introduction to Careers in Physical Education. This subject was part of a school wide seminar program where no credit was granted. Students would meet every other day with a staff consultant and then work independently on alternate days. The course offered background information, practice, and experience in many potential career areas, especially officiating, coaching, and elementary school physical education.

A third program suggested the selection of skilled students to assume the role of student leaders. Those selected as leaders would

serve as aides by arranging equipment, taking attendance, officiating, communicating student interest and problems to the teacher and assuming other miscellaneous duties. These leaders were distinguished by a special shirt and jacket. A short weekly conference was held to review the previous experiences and to plan ahead for the coming days. The success of this program depended largely upon the effectiveness of the leader and how the teacher utilized this human resource.

The final program was entitled Physical Education and Recreation Leadership Training. This course was unique because it emphasized both teaching and non-teaching environments. Students would spend three days in a gymnasium working in a practical situation with a teacher and two days in a classroom. The non-teaching experience included activities such as research, equipment care, test development and evaluation, and progressive lesson planning.

Leatt (1987) notes that classes for leadership development emphasize activity based, hands-on learning and give students the opportunity to learn from their mistakes. Teachers are seen as role models who must be willing to give a significant amount of their time and energy to promoting this type of personal development. Teachers must be resourceful, have a sense of commitment, believe in students, and articulate a vision of leadership development. Students can and do make a significant difference in the life of schools when given the chance to exercise their talent and energy.

The 1976-77 Commissioner's Student Advisory Committee of the New York State Education Department released a report entitled "Recycling Resources: Models for Shared Learning." Two of the

models in the report discussed the notion of leadership. In the first model, leadership training classes were recommended. Students learned the fundamentals of working together in the pursuit of common goals, in addition to learning the basic concepts of problem-solving, decision-making, and qualities of leadership. Theories and skills were applied to the local situation, which provided a necessary degree of relevancy to the learning. The underlying premise is that leaders can be developed and that leadership does not always come naturally.

The second model highlighted the training of physical education student leaders and suggested that where possible, a group of students work with a physical education teacher. This situation enables more individualized instruction and offers students a breadth of activities. The student leaders meet as a group with the teacher on their own time and receive credit for their experience. The students help the teacher in evaluating performance, planning, and refereeing. Advantages of this model include providing the students with experiences in assuming leadership roles and responsibilities, and assisting those students who may wish to pursue a career in physical education.

In Concord, California a pilot project called Recreational Leadership was developed for high school students. In response to criticisms of irrelevancy in education (Heisler & Park, 1971), students assumed responsibility for their own actions and for making a contribution to society. Twenty students were selected on the basis of their leadership potential. The program consisted of five phases. Phase one concentrated on preparatory study and introduction to the

objectives and content. Activities included attending lectures, completing selective readings about elementary students, and observing elementary students. Phase two involved the successful completion of a first aid course. Phase three was a unit in camp counselling. Initially, the high school students participated in a series of master lessons on topics such as the role and responsibility of a counsellor, developing campfire programs, etc. A camping excursion with their peers was also a part of phase three. Ten days later, they returned to the camp to work with 240 grade six students. Duties included cabin counselling and some program instruction. Phase four was the preparation and administration of fitness tests to 360 students in grades four, five, and six. Phase five culminated the program with an extended teaching unit. Students were taught how to develop lesson plans and subsequently planned five initial lessons which were evaluated by their teacher. Each student taught one lesson which was evaluated by a group of peers. The next step included the planning of 25 lessons (including three rainy day lessons). The grand finale involved teaching a twenty minute lesson, five days a week for six weeks.

The precise value of leadership training via a workshop setting was difficult to ascertain. Many people would argue that an in-service milieu contributes in some way to developing leaders. Rokosz (1981) states that workshops for students in higher education seeking to become intramural organizers can teach skills of conflict resolution, assertiveness, problem-solving, communication, and decision-making. However, the assistance provided in workshops must be complemented with practical experience. Rokosz (1981)

aptly puts this concept in perspective when he comments, "the professional guidance and the employment of experience enhance the possibility for students to improve their leadership and human relation capabilities, sense of responsibility, abilities to think critically, and act independently" (p.3). Thus the benefit of workshops must be analyzed in relation to the practical experience available to the student.

Very few studies have investigated student leadership in a school physical education classroom setting. Jaeger and Bockstruck (1959) found that misconceptions exist regarding the representation of leadership. This may be one factor accounting for the lack of scientific studies undertaken in this area. The researchers surveyed 230 female physical education teachers in Minnesota. The use of a squad leader was the most frequent form of leadership opportunity. Only about one half of the subjects indicated some regularity of goal discussion and about one third mentioned some kind of consistent evaluation. The bottom line appeared to be that many physical education teachers were assigning duties rather than planning a program based on leadership needs or objectives.

Watson (1971) compared the leadership ability of high school girls in a regular physical education class to the leadership ability of those students in a leadership class. She felt that physical education provided numerous opportunities for democratic experiences. Leadership was defined as, "the ability to work well with others, the ability to assume responsibility in the groups to which the individual belongs and the ability to show initiative in developing and carrying out ideas" (p. 3). Leadership training referred to instruction on how

to teach, spot, officiate, and analyze skills. The study was delimited to grade 10 and 12 girls in both regular and leadership physical education classes. Leadership ability was measured by way of a questionnaire. There was no significant difference between the leadership ability of the girls in the regular physical education class as compared to those in a leadership class. However, through the leadership class in physical education, the leaders believed that they had learned to put their leadership capacity into practice.

Conclusion

What is leadership? Since the definitions of leadership are extensive, it is reasonable to acknowledge leadership as the sum of five key components: role specification of leader and followers, influencing behavior, power, personal interaction, and common goals.

We live in a democratic society where individuals are accorded certain rights, freedoms, and responsibilities. Schools must prepare students to make informed decisions, to communicate thoughts and actions, to understand roles within a group, to accept responsibilities, to be sensitive of personal interaction, and to establish personal and group goals. Leadership experiences assist students to function independently in society and yet be aware that much of our success depends on how we handle relationships.

Students need to make choices in their educational pursuits and become self-directed learners, and in turn, take responsibility for their decisions. Leadership activities provide practice in making decisions and assuming responsibility.

Alberta Education has five goals for secondary physical education. Two of these goals relate to developing positive personal attributes and to developing positive interpersonal skills. A leadership medium enables teachers to focus on the personal and interpersonal skills of students. Personal attributes such as taking initiative, planning, and creativity are often intermingled with leadership experiences. Interpersonal skills of communication and decision making are also evident in leader/follower situations.

Theories of leadership attempt to explain the factors involved in leadership emergence or the nature of leadership. Four theory bases, Trait, Behavioral, Group, and Situational, were included in this review which summarized leadership theory in the literature.

CHAPTER THREE
METHODOLOGY

Qualitative Research

What meanings do physical education teachers ascribe to leadership? Finding the answer to this question required an in depth investigation. To uncover the many powerful, yet subtle components which contribute to answering the question, a qualitative approach was chosen.

Assumptions about knowing and knowledge underlying qualitative research are fundamentally different from those underpinning quantitative research methodology. A researcher must articulate his/her assumptions because they provide the foundational base of credibility to the results. Locke (1989) identifies three basic assumptions of qualitative research. First, the social world consists only as a set of multiple realities with behavior driven by our moment to moment vision of the world. We share a common existence with others because of the overlap in our own individual realities even though these realities are never completely congruent and as lovers and parents unfortunately learn, they are never perfectly shared. Second, knowing involves active involvement with people. To make sense of a person's world, an investigator must be present in or have access to that social context (i.e. a physical education leadership classroom). Third, inquiry can never be regarded as value free. The ultimate concern is that the data be neutral, not that the

investigator be so. Thus, it is very important that the results be considered in light of the research assumptions.

One of the key questions emanating from any piece of research is the question of validity. How do you know? Can the findings be trusted? As a qualitative researcher I can tell you what I understand and how I came to understand it. A variety of data sources was used (interview, observation, documents) to serve as cross checks and to satisfy the concept of triangulation. Rich, descriptive accounts provide a meaningful back drop to the picture which is created. However, I make no claim to know the truth. My assumption is that there is no "set" reality with which to match my results. In the end, I have to convince and persuade the reader of the trustworthiness of the findings. To some extent I can do that by taking great care and precision in collecting, analyzing, and reporting the data. If a reader can relate to my information and say that it seems reasonable under these circumstances, then my objective of satisfying research validity has been achieved.

Even though a qualitative researcher is not in a position to make generalizations, it does not mean that the results have no applicability (Locke, 1989). This issue deals with external validity. Again, it is the reader who will detect aspects of the research which parallel his/her unique situation and it is possible that segments of the final report are transferable to other contexts.

Research is the intense quest for an answer to a question. Qualitative studies are like treasure hunts where one searches for

vital bits and pieces of information. The research process is immensely challenging. Careful consideration must be given to the nature of the question, the methodology, and the research assumptions.

Why does the question related to the meaning of leadership lend itself to qualitative methodology? There are multiple interpretations about the meanings of leadership: what is leadership, why is student leadership development important, and how is leadership developed. The researcher's task is to understand the meaning of leadership through teacher examples, analogies, and stories, and by relating the unique passion they share for leadership. The challenge is to blend eight participant realities and to arrive at an understanding of the leadership phenomenon. Teachers have a sense of leadership. The qualitative methodology uncovers what lies beyond that 'sense' to discover meaning. To use any other method would be like trying to blow out a picture of a candle.

Pilot Studies

Pilot Study One

To begin the quest, it was important to arrive at a sense of the current status of student leadership in the Edmonton high schools. A brief four question survey was developed and distributed to all of the city high schools through the physical education consultants of both the public and separate systems. The consultant from the separate district gave the survey to all of the department heads at

one of their regular meetings. I attended the department head meeting for the public district and handed out the questionnaire. Both consultants mailed the completed forms to me. Of the 21 city high schools, I received responses from 13 schools.

The questionnaire contained four items: the definition of leadership, the types of leadership activities currently in the physical education 30 program, the student reaction to the leadership content, and the names of individuals who were willing to discuss the value of including a leadership component in the physical education 30 curriculum.

As a result, this pilot study gave me some understanding of the nature of activities teachers were using to develop student leadership. It also provided the names of seven people interested in being interviewed.

Pilot Study Two

Following the completion of the questionnaire analysis, the first set of interview questions were pilot tested to determine the appropriateness of the questions. Two teachers were interviewed about one week before the main study began. The interviews were audio taped, transcribed immediately and analyzed.

As a result, many of the initial questions were either refined or deleted and some issues or topics were confirmed as being important to address in this study. Also, the feedback from the respondents was used to construct questions more responsive to the actual concerns of teachers. In addition, the skills of interviewing were practiced and refined because Powney and

Watts (1987) noted the importance of skills such as listening, remembering, and probes and prompts.

This pilot study enabled the researcher to begin the investigation on a higher level of both confidence and interviewing quality.

Selection of Participants

The final survey question from the first pilot study asked for the names of people willing to discuss leadership in physical education. Seven teachers responded and all of them agreed to volunteer as participants for this study. One person was added as a result of the second pilot study and this brought the total number of participants to eight. The researcher knew none of the teachers. It was assumed that these individuals taught leadership in their physical education courses and that the topic was important to them.

Data Collection

The sources of data included semi-structured, in depth interviews, journal entries written by the researcher, document analysis, observation of selected student leadership development settings, and informal discussions with student leaders. Each source of data is discussed in detail.

The Interview

This study relies primarily on information obtained through interviews. Teachers make curriculum decisions regarding

leadership based on their system of values and beliefs. They interpret the meaning of the word leadership and focus the vision of their instructional strategies according to that interpretation. Since the teacher is the "delivery system," the best way to access the knowledge, values, attitudes, and beliefs of teachers is through the use of interviewing strategies. Cohen and Manion (1980) believe that "interviews may be used as the principal means of gathering information having direct bearing on the research objectives" (p. 243).

There are advantages and disadvantages in using interviews to collect data for research purposes. Guba and Lincoln (1988) state that the human, as a research instrument, provides insight, flexibility, and responsiveness. They also suggest that a knowledgeable interviewer is able to take a holistic view and to simultaneously acquire and process information.

Powney and Watts (1987) discuss the importance of the interviewer having an understanding and a range of experiences in order to appreciate and empathize with the concerns of the interviewee. The researcher's leadership background helped to form a bond with the participants making it easy to relate to the comments made during the interviews. For example, when one participant shared the frustration of trying to teach leadership to students who don't want to be in the class to learn leadership skills, I immediately had vivid images of my students.

Powney and Watts (1987) alert a potential interviewer to the inherent difficulties of interviewing because lack of experience or competence places serious restrictions on the quality of

information obtained. In addition, researchers are often committed to the outcome of their study and this commitment may influence their ability to "hear" the content of the interview. Interview bias is impossible to avoid. Sources of bias include background characteristics, psychological factors, and behavioral factors. If an interviewer is aware of these potential biases, it is possible to reduce the negative effects.

Interviewing questioning strategies are extremely important. Goetz and LeCompte (1984) suggest that open questions are preferable for qualitative analysis and that rapport is established when the interviewer asks easy to complex questions. Thus, the interviews in this study were largely conversational in nature. Spradley (1980) suggests beginning formal interviews with descriptive questions while Cohen and Manion (1980) urge the researcher to plan for various types of questions: direct or indirect, fact or opinion, general or specific, or question or statement.

Each of the eight participants in this study was interviewed on three different occasions between April, 1989 and June, 1989. All interviews were audio taped and between 30 and 45 minutes in length. The number of interviews was dictated mainly by the fact that much of the content of interview three was mentioned previously.

Round one was the most uniformly structured interview with the same questions asked of each participant. This strategy was purposefully undertaken to establish a common foundation for describing the current status of leadership development in

physical education. Some of the questions included were: What activities do you have in your program which promote the development of student leadership? Why is leadership a part of your program? What are some of the frustrations experienced in teaching leadership? What is your role in teaching leadership to students? What does leadership mean to you? A list of questions is included in the appendix (see appendix B).

The second round of interviews had two foci - clarification and refocussing. First, clarification about comments arising from the initial interview session was required. For example, teachers indicated that leadership helped students to grow. It was then necessary, in the following interview, to probe the meaning of the word "grow" and to ask how leadership enhances the growth process. Second, following an initial analysis of the first set of interviews, learning objectives and the learning process emerged and a re-focussing on these topics was necessary. At the end of each interview, the participants responded to an open ended question designed to share their leadership perspective. Up to that point, queries were directed from the researcher.

The final set of interviews accomplished two items. Specific feedback was received regarding a tentative framework for teaching leadership in physical education developed by the researcher based on information gathered from the previous two interviews. The second objective of this round was to clarify statements from previous interviews. This in depth conversation allowed the researcher to use probing questions to go beneath the surface of many superficial responses. For example, one

participant responded to the question, 'How do the students benefit from leadership,' with, 'Their peers look at them in a different light.' The researcher then asked what was meant by that comment. The interviewee answered, 'They get more respect in a positive way.' An example was requested and a story was shared about a specific student who received attention and approval for his hyper and somewhat inappropriate behavior. Leadership opportunities helped this student to realize that his peers recognized his strong ability to lead and respected him for that quality.

Prior to the beginning of the second and third interviews, each teacher received a copy of the transcript from the previous session. Teachers were asked to check the document for accuracy and were reminded that any statements could be added or deleted. For the most part, minimal editing occurred.

In some cases the teacher did not have time to peruse the transcript, which was not totally surprising, considering that they were very busy individuals.

The Documents

As a means of understanding more fully the student leadership development process, participants were asked to share written documents, such as handbooks, lesson plans, unit plans, assignments, etc., which related to leadership. Little material was made available to the researcher, because there simply was not a lot of written information.

One school had recently developed a comprehensive manual for physical education 30 and leadership was discussed in a number of places. The manual began, "Welcome to Physical Education 30. It is our hope to carry on with the introduction of lifetime skills, as well as concentrating on leadership skills throughout the course." One of the student expectations included ten leadership hours. The second section of the manual was entitled, "Leadership and Teaching Skills." This segment included an article on leadership, covering topics such as leadership of warm-up exercises, organization and conduct of group games, leadership evaluation, and teaching game skills. This manual contained the most inclusive written material obtained in the study.

There were other examples of written documents. One teacher shared material called "Introduction to Bi/Polar." It was a 14 page handout designed to help students recognize their individual strengths as leaders. A record sheet for leadership hours, an outline of the leadership unit, marking schemes, course information sheets, teaching assignment handouts, intramural evaluation sheets, and information used by student leaders to teach skills (i.e. swimming) to younger students were also given to the researcher.

The Journal

In addition to the examination and analysis of documents and interviews, a journal was kept by the researcher. Following the interview sessions, a journal entry described thoughts,

observations, and feelings about the school context and the interview atmosphere. It was important to note the context since it was not evident from the transcription of the tape. For example, while waiting to interview one participant, I noticed a list of topics to be covered in Physical Education 30 posted on the wall outside the physical education office. Leadership was at the top of the list. These recordings helped to clarify or confirm statements made by the teachers.

Over the course of the three months of interviewing, the journal was also used as a tool for reflection because student leadership was continually on the investigator's mind. In addition, recent articles in the literature relating to an issue raised in a specific interview triggered thoughts. Turning thoughts into words helped the researcher to better understand student leadership from the perspective of the physical education teachers.

The journal also included accounts of students observed in a leadership role, as well as the informal discussions with eight student leaders. Observations were also made of one track practice, one grade 12 leadership student leading the warm-up in a P.ED. 20 class, two peer teaching situations, and one P.ED. leadership student assisting the teacher in a grade 10 class. The researcher also had the opportunity to discuss leadership with one grade 11 student who assumed a special project leadership role in a physical education 10 class.

Literature Review

An additional source of data included a review of the literature during the three month span in which the interviews were being conducted. This activity was significant because it allowed the researcher to go back and forth between the literature and the interviews with the participants. An idea would emerge from the transcriptions which was interpreted in relation to what was reported in the literature. Additionally, information from the literature assisted in framing questions and providing direction for up-coming interviews.

Data Analysis

When does analysis of data begin? "Analysis is not the last act in the research process. It begins at once, proceeds simultaneously with data collection, and informs the process throughout" (Locke, 1989, p. 9). Thus, the process of analysis is not linear. New thoughts were continuously channelled back into the study as it evolved and potential themes emerged at various points along the journey. As the data accumulated, a more precise analysis occurred. According to Locke (1989), there is no set way to manage information gathered in a qualitative study.

Once each transcription was completed, following each round of interviews, a thorough analysis took place which enabled the researcher to be prepared for the next round of interviews. In addition, a member check, or the perusal of the transcript by the participant, occurred.

Each transcript was encapsulated into one page and key ideas summarized. The "capsules" were verbatim statements selected from the participants because either the content appeared to have a ring of truth to it, or the style and description of the quotes added to the richness of the data collected.

In addition to the "capsules," the interviews were analyzed according to a method employed by Giorgi (1982) where he recommends that a number of columns be formed on a sheet of paper. Three columns were used in this case. The first column included transcribed material; the second column summarized a series of statements and captured what was said; and the third column included a new level of analysis where the researcher interpreted what was said. This method by Giorgi was helpful in grouping concepts and searching for patterns and relationships which resulted in the identification of preliminary themes.

Following the collection of the data, 26 pages of verbatim statements or "capsules," resulted. A list of nine possible themes emerged. The 26 pages of statements were then cut into individual strips and placed into one of nine file folders reflecting the themes. These verbatim statements provided the substance for the results chapters.

The transcriptions were re-read to ensure that significant information was included. Each of the nine file folders included two sheets of paper. One page summarized the contents of the file and the other page included notes of emphasis or points to be added which came about as a result of re-reading the transcripts.

After further examination, the nine themes were inappropriate because some were too narrow and overlapping occurred. Subsequently, three main concepts emerged. The individual strips of paper or "capsules" were then re-organized by content and sequence and glued to four, two X three foot pieces of cardboard.

Information from the other data sources were then integrated. An outline of each theme, with possible categories, was developed on the piece of cardboard. After reviewing the highlights in the documents and the journal specific information was incorporated into the themes. This information substantiated or refuted comments taken from the interviews.

Following the analysis of data the participants confirmed or clarified the intent of their statements. For example, one teacher suggested that leading oneself was an important part of leadership. In a follow-up interview, the teacher confirmed this interpretation and expanded his point of view. In other cases, teachers were asked about the reliability of interpreting leadership in the same vein as the teaching of life skills, and whether there was a difference between the two. Some teachers hesitated to view leadership from that perspective, while others felt that their programs related closely to life skills awareness. The participants' response to transcript interpretation was extremely fruitful.

Theme Emergence

The question guiding this research study was, What meanings do teachers ascribe to leadership? In other words, What is the teachers' understanding of leadership? The word 'understanding' is open to interpretation because it has slightly different meanings. A dictionary definition which matches its use in this document is "to have a thorough or technical acquaintance with or expertness in." From the outset, the intent was to arrive at a 'thorough acquaintance' of the teachers' notion of leadership and to hear their voices regarding leadership in physical education.

The concept of thoroughness is related to the job accomplished by a good investigative reporter. A newspaper or magazine writer seeks to answer several key questions common to many stories. These questions are represented by the words who, what, when, where, why, and how. When applied to the present study, three of the words mentioned above have only minor significance. The 'who' is implied throughout and it generally represents the students and the teachers in a leadership situation. The 'when' and the 'where' are peripheral variables in a sense. Leadership development in this research project occurred mainly inside of the school walls, although sometimes it included the community. Leadership experiences took place throughout the school year.

After conducting, transcribing, and analyzing 25 interviews, three words, what, why, and how, became the dominant terms to help reach a level of being 'thoroughly acquainted' with the teacher's perspective on leadership. Three perspectives were the foci:

1. What is leadership?
2. Why is leadership part of the program?
3. How is leadership developed?

It is difficult to discuss 'what,' 'why,' and 'how,' without mentioning 'who,' 'where,' and 'when.' All are interwoven. However, it is clear that an understanding of leadership hinges on the identified perspectives. In this study, understanding leadership goes beyond grasping the specific meaning of the word leadership.

As the unravelling of data began, an initial level of understanding was formed. It was like a network of streets and avenues in a busy metropolitan center. Some of the information overlapped and funnelled into key intersections. A number of the teachers relayed similar yet parallel thoughts which travelled in the same direction but did not meet. At first, it was as if I was standing in the midst of the network, on a corner, and trying to envision how the streets and avenues connected. I took a helicopter ride. From above, the congested areas (the recurring patterns and relationships) became evident. The flow of traffic helped to pinpoint the growth of a theme.

With the three perspectives as a focus for direction, the underlying meaning emerged as themes. The self-improvement thrust of justifying leadership in physical education consistently manifested itself in the data. Teachers emphatically pointed to the experiencing of leadership roles and situations as the basis of their leadership teaching. Finally, it became very apparent that a

common view of leadership would not surface. The following three themes emerged:

1. Leadership is a vehicle for improving people.
2. Learning in leadership is experientially based.
3. Teachers' Meanings of leadership.

Ethics

This study was approved by the Department of Secondary Education Ethics Review Committee. Participants were assured of anonymity and the confidentiality of their statements. Teachers understood their right to withdraw from the study at any time and were given an opportunity to view their transcripts and alter statements.

CHAPTER FOUR
TEACHING LEADERSHIP

Setting the Stage

The Participants

Each of the eight participants in this study are referred to by a pseudonym. Three female and five male high school physical education teachers, who are all employed in a large urban school system, comprise the study group. As a unit, the teachers have accumulated 121 years of teaching experience and their comments in this document are based on the situations that they have encountered. In many ways, these teachers have modelled leadership with respect to their relationship to the interviewer. They have been extremely cooperative and willing to discuss leadership so that others may grasp it more fully. Their willingness to contribute and share ideas demonstrates a commitment to professional growth.

Bill is the physical education department head at his school which has about 1100 students. He has taught school for 13 years after obtaining a Bachelor of Physical Education Degree and a Professional Diploma After Degree (P.D.A.D.). Following four years of teaching in a junior high school, Bill moved on to the high school setting. He has taught physical education 30 about ten times and leadership has always been an important component of his programs. The students he instructs come mainly from a middle class background.

Jackie has taught for 13 years, all at the high school level. She has a B.ED. and has instructed 11 different physical education 30 classes. Initially, leadership was not deemed as important as it is at the present time. After teaching about three years, she began implementing some leadership strategies. The activities were fairly low profile at the start but they have grown significantly since then. There are about 800 students attending her school which is situated in a predominantly lower middle class neighbourhood.

John completed the requirements for his B.ED. degree 11 years ago. He taught his first three years in a junior high school and for the last eight he has been involved with teaching grades10-12. Leadership has always been a relevant aspect of his physical education 30 course, which he has taught nine times. The 1600 students in his school come from lower middle to middle class families.

Ron has assumed the role of physical education department head at his school of about 800 students. He has taught school for 13 years, six of which have been at the high school level. Ron has a B.P.E. and a P.D.A.D. and has instructed physical education 30 for four years. The notion of leadership has always been important for him, even when he was teaching junior high. Most of Ron's students are middle class or slightly below.

Randy has two degrees, a B.ED. and an M. ED. He has taught school for 19 years and most of his experience involved teaching high school. Randy is the physical education department head at his school with a population of about 1700 students. He has taught physical education 30 on16 different occasions and leadership has

always been a priority for him. The socioeconomic background of his students are categorized as middle class.

Doug has assumed the physical education department head responsibilities at his high school of approximately 1000 students. He has 14 years of teaching experience and three of those years have been at the high school level. Doug earned a B.P.E. and a P.D.A.D. before embarking on a teaching career. He has taught physical education 30 three times but has experimented with leadership strategies since he began teaching in the junior high setting. Most of his students come from middle class families.

Hannah has taught school at the high school level for all of her 27 years. She has earned a B.ED. and an M.ED. degree and is currently the physical education department head at her school. Physical education 30 is a course which she has instructed about 15 times and leadership has always been a priority for her and her students. The 2200 students at Hannah's school are from partly lower middle class, partly middle class, and some upper middle class families.

Linda is the physical education department head at her school. She obtained her B.ED. degree 11 years ago and has taught at the high school level ever since. Linda has taught physical education 30 each year that she has been teaching. Leadership for her used to be more along the lines of giving instructions and showing others how to do things. Her philosophy has changed now so that leadership has more to do with discovering personal strengths. About 400 students attend her school which is situated in a predominantly middle class neighbourhood.

Context

Teaching student leadership in a school setting presents unique contextual considerations. First, the teacher shapes the leadership experience for the student based on curricular and personal background information. The teacher operates within certain limits such as time restrictions and availability of resources. Second, the physical education classroom is a unique environment. Although human movement is the central focus in physical education, the milieux is particularly conducive to social development. Third, the physical education student comes to class with a personal agenda which may not include a desire for experiencing leadership. The meanings teachers ascribe to leadership must be considered in light of the context.

The Teacher

Teachers are critical to the leadership teaching process because their attitudes, values, beliefs, and assumptions guide their practices. Certain antecedents to teaching need to be revealed which have an impact on what, why, or how teachers teach leadership. The two areas of investigation include the teacher's background of leadership experience and their perceived roles.

Background of Leadership Experience. Good teachers are also leaders. Leadership development involves an understanding of oneself and teachers teaching leadership should do a self-assessment of their leadership abilities. Ineffective leaders who try to teach

leadership limit their success because of the effect of modelling. Students learn from observing and from feeling the importance of content (leadership skills) relevant to their lives. Doug suggests:

> The teacher should have a genuine interest in and have some knowledge and have some skills and know that they have the ability and what their limitations are before providing a situation where they're going to label it a leadership situation. I don't think teachers should get involved in this (leadership) just for the sake of doing it.....They have to realize their own limitations as to how far they can take these kids or what they can do with the kids and they have to be honest with themselves.

The teachers were asked if their own personal experiences with leadership as students had any bearing on the fact that leadership is emphasized in their programs. Two of the teachers drew a positive, direct link between their past experiences and their current leadership programs. Hannah and Jackie related their past experiences:

> It's (leadership) been a good experience for me, as a student and as a teacher, and I would like to think that it's a good experience for most students. (Hannah)

> I had to do it in high school and I really liked it.....Going back to my own experience with the swimming unit that I had to do, I was really scared. The P.ED. teacher was really tough. I had to work very hard. I had to research some things. It gave me a lot of confidence in the fact that I could really teach somebody something.....It's had enough of an effect on me that I'm still trying to give that feeling to my students. (Jackie)

Role. A role is a function performed by someone or something in a particular situation, process or operation. The perceived role of the teacher influences how leadership is taught. Providing leadership experiences which allow students to work on their own, is markedly different from one where the teacher provides feedback, requires written planning, and encourages reflection. It would be incorrect to state that a single role captures all situations but one word seemed to arise consistently. The major function of teachers when developing leaders is one of facilitator. Not one person described themselves as a teacher. Randy stated he was a: "Facilitator. My role obviously is identifying it (leadership) to the kids, setting them up, and then facilitating them into meaningful leadership roles so they can have this experience." Jackie said, "I act mostly as a resource person and try to get things organized. When I first started teaching leadership, I did too much ... because I just didn't think that they (students) could handle it."

Some teachers consciously set themselves up as role models. Doug said that in conversations with students, "I'll use myself as an example. You've seen me teach or you've had me as a teacher. You've seen me lead the warm-up. Tell me some things about the types of warm-ups that I do." Randy elaborates somewhat, "I feel that the teacher has a tremendous impact on students. I think he's a role model every day that he's in front of these kids. I think you're assisting the kids in developing a lifestyle pattern."

Other roles were mentioned. One person stated that he acted as a spokesperson for leadership. Someone else felt that one of his

primary roles was to give students plenty of encouragement. Either explicitly or implicitly, teachers assumed a supportive role for the students. Multiple roles do exist and to understand the process of development, the teacher's role must be known. Magoon (1981) suggests that a teacher of leadership must be enthusiastic. Maybe that is their underlying role; to highlight the value of leadership through enthusiasm and to support the efforts of students engaged in leadership activities. Jackie summed it up when she said, "You're almost supposed to have this enthusiasm that they're supposed to catch from you."

The Physical Education Classroom

In addition to the school, youth leadership development occurs in many different contexts. The YMCA operates a leaders-in-training program. One of the main reasons for the existence of the 4H clubs is the promotion of youth leadership. A component of leadership is inherent in the cub/scout movement. Sea Cadets seek to enrich an individual's life experiences by developing leadership qualities. Even in the educational setting within a school, the specific parameters surrounding the development of leadership varies. Student Union experiences are different from Peer Support experiences which in turn are different from experiences arising from physical education.

When investigating the meanings teachers ascribe to student leadership, it is imperative to consider the unique characteristics of the physical education class. Teachers are not under any obligation to include a leadership component in their program and if it does become a part of their curriculum, the degree of emphasis varies

considerably. When leadership is taught, it is only one facet of the course, and often not the most important one. As Ron stated, "You have to keep in mind that the course is not just leadership. There are other components. Learning new skills, for example, is probably the biggest component." Therefore, with 125 hours of instruction available and one or more other objectives deemed pertinent in the course, teachers have to prioritize their time. Leadership activities can only be allotted a certain percentage of instructional hours. Considering that leadership could easily be a course in itself, this limitation of time has to be understood. Is there enough time to make an impact on student leadership development? Randy comments:

> With all of the things that we are trying to do in the school or maybe specifically with the 30s, I can really empathize with the teachers where they're getting caught up in the time thing, where there just isn't the required amount of time in order to pull this thing off. You have to really make it a priority in terms of teaching it. That's where I'd really like to see it tied into the curriculum and make it a true expectation. There's probably a lot of teachers who are doing a heck of a lot better job of teaching leadership than I am. We've made a very modest attempt in terms of teaching leadership. We have a couple of handouts that we go over with the kids. We set up a lot of situations where the kids get experience in leadership. I think probably where we fall down is that we could probably spend more time with our kids in the classrooms teaching leadership and maybe monitoring leadership experiences. But the reason that we don't is that we have so many other things that we're trying to do with the kids at the same time, that sometimes the

> teachers are just not willing to take that extra three to six periods in the classroom and really get into the leadership component. What they do is the easy way out. They're kind of stringing it out and teaching it all the time.

Why should physical education teachers develop student leadership? With an activity based subject matter, the environment is conducive to this type of personal skill development. Doug gives his perspective:

> I think in physical education, it lends itself nicely to developing responsibility...[and] citizens. You have ample opportunity to do that type of thing because of the nature of the class. We're working together all the time. It doesn't matter what activity we're doing. We're not usually sitting behind desks. Kids are always mixing together.

Hannah describes the context with respect to the nature of physical education.

> In physical education, we can give them that opportunity that they cannot get in any other circumstance. First of all they have a group of people to work with that have a like interest and are generally very similar in ability. The group of people who are there want to be there so you have a positive atmosphere to start with and you don't always have that in leadership situations. They have a very special set of conditions....It's very unique and I would be remiss as a teacher if I didn't give them that opportunity.
>
> One thing that has happened is the enrollment at the 30 level has gone up significantly. Word gets around that you're not going to be doing the same things that you did in grade 10. You're not going to be doing drills. Kids hate

> doing drills. They're young adults. How many adults aged 31 and playing badminton would do a drill? If they're going to play on a recreational basis, they want to play. I think you have to realize that.

The students must be considered when analyzing student leadership in physical education. In many of the settings which stress leadership training, the students either want or expect an in-depth approach. In other cases, many of the students in physical education want a break from their academic work.

> You've got to be careful with what you want to do in P.ED. 30. Basically the grade 12's take it for a break from the academic classes. They want to have a chance to do some lifetime skills like rowing and skiing. We used to have it very structured and lots of classroom activity and lots of written stuff. The kids really got turned off by that because of the narrow focus; the academics are so, so important, and they don't want another class where there's a lot of heavy paperwork. They want a class where they can take part and do some things (Bill).

Individuals who coordinate weekend community sponsored leadership seminars and workshops have a background in the required theory and leadership skills to be taught and are considered experts in the field. Physical education teachers on the other hand, lack theoretical background in the area of leadership, but they believe that students will benefit from the exposure to leadership skills or experiences. Teacher preparation to instruct leadership was minimal to non-existent. Jackie commented, "At university, I didn't get any leadership training, in terms of specific leadership training. I just kind of developed it on my own. All of these ideas were just

things that I tried out and they worked." A teacher has an intuitive sense of how to teach leadership to students but the depth of subject matter varies considerably. To build a knowledge base, teachers would have to put in extra time and effort, which some are not willing or able to do. Thus, teachers' limited theoretical knowledge, is an important variable in the context. Ron aptly expresses his feelings regarding inadequate background.

> I still have a gap...I don't have enough knowledge right now of the skills of leadership. I have an idea, but I don't have it all down on paper. Sometimes I feel that I'm just providing an opportunity for you to learn how to become a leader, but you've got to do it. I feel there's a gap; What skills do I need? How do I become organized? How do I run this thing? Somehow the students seem to be able to come through on their own and say, what am I going to need to set up this unit? We facilitate that by saying, you need to do this, you need to have this, don't forget your equipment, you need a schedule but you'll have to do the work. We do provide some information, but I really feel that there is a gap. I take the blame for that. Sometimes I think I leave it up to the student too much.

The Student

What is the nature of the student in Physical Education 30? The range of individual student interests and motivation for taking the course varies significantly. In smaller schools such as Linda's, many of the academic students are unable to schedule Physical Education 30 into their timetable. Thus, many students do not expect nor do

they want a leadership thrust. Bill indicated that his students are keen and interested in developing leadership skills. The following teacher comments show the Physical Education 30 student from the teacher's perspective. It is important to realize that some statements are very specific to some schools.

> There are some students who, I'd say a small percentage, that couldn't give a hoot about leadership. They're kind of shy and all they want to do is the special activities that are reserved for P.ED. 30 like camping, skiing, etc. (Jackie)

> We're getting the kids who aren't in the academic subjects because they're the only ones who can manage to fit it (physical education) in. (Linda)

> You've got to realize that you're not going to have tremendous leadership from every kid. (Hannah)

> A lot of these kids assume the role of listener/follower type and they don't realize that they have the potential to be a leader. (Linda)

> They are the elite of the school and it's important that they're visible, that they are good role models, and that they really care for the school. (Bill)

> I find it interesting to look at personality types and leadership skills but it's not something that the kids are really into. So much depends on the type of experiences you've had and how well you know yourself. They're going through that stage, they don't even know themselves. (Linda)

> With the declining numbers in P.ED., what is attractive to the kids? Even if we think that's (leadership theory and developing leadership skills in the class) important, a lot of the kids were turned off by it.....I think there is something lacking. (John)

> One of our exercises in frustration with these kids is to find situations of quality leadership, something that really turns the kids on where they really want to get in and do a job. (Randy)

> They're hand picking their successors (for leaders on the school track team). It's amazing. It's kind of neat and that's a leadership role- hey I'm leaving but I want the program to be good and I want someone to do a job. I don't have to measure that, I see that. All of them are saying, who's going to look after my area next year? I'll say, who do you think? They'll say, well he won't make a good leader. I'll go, why not? Well, he's not committed enough and he won't be out there enough. I said, good point. Don't ask him. But then Omar said to me, if I ask him, maybe he will be out there all the time. How do I measure that? That is a kid saying, I'm going to turn him around like you turned me around. (Bill)

Some students don't "give a hoot" about leadership and would rather be active, camping or skiing. These students are often shy or don't realize that they have the potential to be a leader or they are not turned on to relevant leadership experiences. Other students thrive when given responsibility in areas of interest and personal meaning. Student leaders can become good role models and they can promote the well-being of the school community.

Leadership from a Curriculum Perspective

Intents

Intents provide the direction necessary for a curriculum to proceed yet the goals and objectives of a leadership component were rarely articulated clearly by the teachers. As John said, "You do it (teach leadership) because you have a general perception it's for the good of the student." Two levels of objectives exist: first level objectives relate to specifics such as leading a warm-up and teaching skills and are slightly more concrete than the level two objectives which are more general and relate to personal improvement.

In first level objectives, teachers are specific. For example, an objective involves the development of written plans prior to leading the warm-up. Criteria for success is established (proper sequencing of activities, inclusion of relevant components, recording of time guidelines, back-up plans) and subsequently evaluated to determine if objective has been met.

In another example of a level one objective, Doug suggests leadership to students who are leaning toward choosing teaching as a possible career and speaks of the leadership opportunities provided in his program for those students.

> With one of the students that we have this year...Sheri (another teacher) is working with her...this student will come in during her spare. Sheri has had her teaching at various times throughout the year, depending upon the activity. This girl is very talented. She is a very good

> volleyball and basketball player. In the volleyball and basketball units she has taught some of the skills. She has led the class in warm-ups. She has what it takes, plus she's really keen to learn and be exposed to these types of situations. Sheri will sit down with her after and talk to her about how things are going. Also Sheri has had her doing paperwork, marking tests, those types of things; maybe calculating marks, giving her that kind of experience. Whether it's a good experience or not, this is a day in the life of a teacher. She may be thinking of becoming a teacher or we may think that she could be a teacher and it will really help her right now to be exposed to these types of things. (Doug)

Ron believes that exposure to officiating skills provides an adequate background for his students and then if interested, they can officiate on their own.

Jackie discusses the objectives of her program. She feels that the transmission of knowledge to another person is a satisfying consequence of leadership. Organization and speaking in front of a group are important leadership related objectives.

> The main objective of intramurals is to become more organized.....the objective of teaching the elementary students to swim is basically to experience what it's like to be a teacher. It's performing the role of a teacher, getting the children's respect, and being able to pass on something that you know and they don't know.....the exercise presentation gives them some practice of speaking in front of a group.....the camping is for organization and I think it shows them how a leader is so important in a situation like that.

Whereas the first level objectives focus on specific skills such as communication, planning, and organization, level two objectives focus

on using leadership to help students become better all-around people. Teachers conveyed ideas relating to experiencing a sense of satisfaction and accomplishment resulting from assuming a leadership role. Students can learn much about themselves and others when they accept responsibility for their actions and they help others by sharing their knowledge.

> I think basically all you can do is...provide the kids with as many experiences as you can possibly give them, whether or not they are going to take the experiences and rise to them and become whatever a leader is. That's going to be up to them. I don't think one of my great objectives is to create all these leaders. We talk about it and we give them some situations where they can experience some leadership...and hopefully they will become better people and learn something about themselves. (Randy)

> I would ultimately just like them to be responsible for their own happiness. I think you get a lot of happiness from being a leader, in terms of helping other people, relating to other people. There's a give and take there. You learn from each other. (Linda)

> I want them to get a sense of achievement. I want them to know what it feels like to start something, to carry it out, and to finish it and to know that if given a challenge, you can take it. I want them to find a sense of satisfaction that you get out of doing something well. Whether you get praise from other people or not, the fact that you are pleased and satisfied with yourself is important. Other people are richer for knowing you and you are richer for working with other people. That's one

of the very interesting things about that physical education 30 course, ...it's a very socially enriching course for students. (Hannah)

I want them to be better people. They're not all going to be leaders. Not everybody is a leader. There are followers in society. I want them to have an understanding of what some leadership skills are and how they can lead subtly. I definitely want them to be better people. I want them to have a better feeling about themselves, a better feeling about their self-image, and that they're not afraid to do certain tasks that look hard. (Bill)

Our goal isn't to try to turn everybody into a leader. Some people don't have some of the traits or some people don't want some of the traits to be the person in charge all the time. At the same time,...by working on leadership, you're going to improve some of their personal skills, whether you're saying that you're making them a leader or not. (John)

The student is going to have to learn at some point in time, he's going to take responsibility for what he does, what he accomplishes. I like to see kids who have the ability to work with other people, to take a group of people and do something with that group of people, be it in business, or school, or whatever. I think just to see them grow up and mature and be a little bit more responsible for what they do. That's why I do the leadership thing.(Ron)

I think by the time you get to grade 12 particularly, you want to develop a sense of, I have this ability and I want

> to be able to give it to other people. Many of our students are very fortunate, not all of them, but many of our students are very fortunate because of where they come from - a home or community with a very rich background in some activity. I think that you want these kids to get the attitude that they would like to share this knowledge with other people and to have this feeling of contributing to other people. (Hannah)

What is to be learned within the realm of leadership? Students learn the skills of communication, planning, organization, and decision making. Students also learn how they relate to other people (specifically followers), an awareness of strengths and weaknesses (in terms of personal qualities and capabilities), how challenges are met, how responsibility is handled, and an awareness of the value in sharing gifts and talents with others.

Activities

Activities serve as the means to reaching objectives. What activities are organized to facilitate learning? What do teachers do? What do students do? Primarily, teachers select practical situations which offer the students the opportunity to experience leadership. Teachers then provide guidance in planning, decision making, evaluating, and administering (such as contacting another teacher in the case of Special Project Leadership) within the experience.

Students perform a variety of tasks within the scope of practical leadership situations as selected by their teachers. For example, students speak in front of a group of peers, make decisions regarding how to effectively promote an intramural unit, create lesson plans, take leadership initiative during camping experiences, referee class

and intramural events or work as members of committees in organizing a major athletic tournament. All of the teachers in this study have selected specific activities which they feel promote leadership development for their students. Some of the experiences overlap from school to school while other activities are unique to specific teachers. All of the following student activities were perceived to either directly or indirectly develop student leadership:

1. Teach mentally handicapped kids to swim
2. Teach elementary students to swim
3. Teach peers
4. Organize intramurals
5. Experience leadership in a camping environment
6. Lead a warm-up
7. Officiate a sport
8. Scorekeep
9. Coach or act as an assistant coach
10. Design exercises to discover individual strengths
11. Accumulate service hours
12. Organize tournaments
13. Undertake a special project leadership (working with a teacher)
14. Assume community involvement

The practical opportunity to lead forms the focal point of all leadership activities. Bill states that "you really have to look at what type of opportunities you can give your kids. Opportunities are one of the most important things in the whole structure." There must be situations where students can experience success when they are

challenged at an appropriate level of difficulty. John mentions one activity that is highly valued at his school. "We can help them by providing situations, and maybe peer teaching is one of them, so that you're putting them in a role or situation where they're going to have to analyze their skill." Another example given by John was the student organization of the school athletic awards, where students selected the award winners, purchased the awards, and organized a banquet.

Opportunities in and of themselves are obviously not enough to develop leadership. Ron looks at it this way:

> When I talk to my students, I say it's 15 hours of service work and that is sort of a leadership component of this course, but it is an individual project that you must do on your own. We provide the opportunities, but you must accomplish those things on your own. It is and it isn't leadership. The opportunities are there, but the specific theory is not presented.

Students were asked to reflect on how they felt leadership should be taught. The overwhelming response was the need for involvement in practical situations and to learn from experience. The hands-on approach provides students with relevance and motivation, but discussion of theory and classroom work was not appealing.

Bill cautioned that teachers must be careful about the types of opportunities they provide for students. One variable to consider is decision making. If the situations are so tightly structured that students are not given the chance to make a decision, it is questionable whether any leadership development is taking place.

For example, if a student was in a special project leadership position working with a teacher in a P.ED. class, two scenarios may be possible. The leadership student may be told to help by observing students and correcting errors in motor skill execution or a student may be given more responsibility by selecting a specific skill to research and teach, choosing appropriate drills, managing the size of the group, and providing feedback. John asks a very relevant and pointed question: "Are we willing to let students run things instead of teachers and not just have them as helpers? Are they going to be decision makers?"

Randy made an interesting comment regarding student decision making. His school organizes high profile interschool tournaments each year and many students play a significant role in the total operation. Student leaders are not only asked for their input but their contributions are highly valued. "We've found that in terms of decision making, we can't even compete with them (students) when it comes to ideas. They kind of carry us along." For example, students may suggest possible guest speakers, provide decoration possibilities, or present welcoming strategies.

Bill is emphatic that leadership has to be embedded throughout the program because it is the fibre of the program. Doug comments, "With the kids here in a leadership role, teaching, learning, being a leader is a never ending thing." For example, on one day Doug may be emphasizing equality to the team captains by including all students in the action. On another day he may be helping his students organize and plan a camping trip. On another day he may talk to a student referee about his/her control of the intramural

game.The over-riding tone portrayed in these comments appears to be that leadership must be held in high regard and that it is an on-going endeavour. Raiola (1988) agrees with this thinking.

Learning about leadership is a never ending process. Instructing leadership requires the teachers to capitalize on teachable moments. In a sense, it's like incidental teaching because it isn't planned but it is still important. Most good teachers do it all the time. If a situation arises, in terms of leadership, where something can be learned if the time is taken to highlight it, then this is capitalizing on teachable moments. For example, a student may have just completed a quality warm-up assignment; the instructions were clear and easy to follow; grouping of classmates was accomplished quickly and efficiently; and the equipment was prepared for distribution in advance. If a teacher acknowledges good teaching at that moment, students will recognize some of the ingredients of effective teaching.

Do the students know what leadership is? A lecture about leadership; what it is, why it is important, and the nature of leadership provides students with basic information. Bill says that "if you talk to my kids, at least they have an idea of what they think leadership is." This statement was corroborated after re-reading my journal entry which focussed on a discussion with a number of students. Part of the process of teaching leadership to students is how the teacher communicates the fundamental notion of purpose to the students. John shared his thoughts after talking to his students about leadership in his class. "They (students) were like myself and didn't focus in on some of the things that we are doing as leadership and never identified it as leadership training. Maybe we have to

discuss that more. Why are we doing the things that we are doing? What are we trying to develop in the leadership role?"

Activities are the means used to reach the objectives. The teachers in this study relied heavily on the provision of practical leadership experiences and incorporated little, if any, classroom type exercises. The range of activities varied from school to school and may or may not have developed leadership qualities in students. However the potential was present for a wise teacher to use these tools and assist students in learning about leadership.

Resources

Creative teachers use resources to facilitate the learning process and to motivate students. Many resources exist. Human resources include guest speakers, clinicians, colleagues, student teachers, and students. Other resources include displays, pictures, action photos, books, magazines, journals, audio visual equipment, music, handouts, assignments, lesson plans, and student manuals.

Other than the teacher, very few human resources were used in the leadership component. Ron directed interested leaders to a friend who hired students through Edmonton Parks and Recreation, but that was basically outside the parameters of his program. Linda took students to a leadership workshop at Blue Lake to use the expertise of outside personnel.

Few written resources and materials were used by teachers. Two teachers distributed handouts which they discussed with the students. There were some assignment sheets (see Appendix A) given to students that provided guidelines for the completion of

leadership projects. One participant utilized a student manual. No audio visual materials complemented the programs.

Evaluation

Marking in the leadership area varied considerably. Some teachers gave no marks for leadership. Others gave marks based on the accomplishment of tasks but did not attempt to assess the quality of the assignment. A few teachers used criteria for assigning marks to specific leadership activities. For example, Jackie marked an exercise presentation (a sixty minute class designed to keep students moving) based on originality, clarity of explanation, voice, and class organization. Doug awarded marks for a teaching assignment based on content, presentation, written assignment, and general impression. For the most part however, teachers did not specifically test for leadership development per se. As Bill said, "There is no leadership checklist."

How did the teachers know if the objectives were accomplished? Most of the participants were very satisfied that their objectives were met although their interpretations were difficult to justify due to a lack of concrete evidence. The three main sources used for confirming whether the intents were achieved, included observing students, talking to students, and providing written feedback. The following examples clarify the point.

> We've had kids who will go out into the community and be an assistant coach or an assistant leader in the church group because of something perhaps that we've done in class. They go out on their own because of their own interest.

> Those are probably the times when I feel that we are doing something right or I feel good about it. (Doug)

> As soon as the youngster starts asking me, how did I do? or starts evaluating what they did, then you have achieved what you want to achieve.....students evaluate with their feet. Our enrollment has gone up significantly in the last two years.(Hannah)

Many of the leadership objectives were implicit and therefore very difficult to measure. It appeared that one of the prerequisites of teaching leadership in physical education was to have faith that many of the by-products (learning to work with others or communicating effectively) of leadership would surface sometime in the future. Is it important to determine whether the objectives have been achieved? The following four comments address this issue:

> I think there's a tendency in North America to try to put things into comfortable little units or boxes. I don't always like that. It's like being a good parent. You pick up a book and it's like a recipe and I don't think there is a recipe. I don't like people structuring that too much. What is a good teacher? What is a good parent? What is a good leader? These ten things will make you a good leader. I don't think you can do it that way and it bothers me when it gets that analytical. (Hannah)

> What did you (leadership student) learn about yourself? Well I learned that I had to be more patient when I dealt with kids. They learned to be more accepting of mentally handicapped kids. When they see one in the mall, they don't shy away. They'll say, I taught those type of kids and some of them will even go over and talk to them. They've learned that they are very fortunate the way they are, that

> they don't have this disability.....How do you measure that? I really think sometimes we don't need a measuring stick. (Bill)

> If you came into my classroom and said, which one of these students would you recommend as an assistant for me in something. Okay, Mary. She's responsible, she's trustworthy, she's always on time for class, and you can rely on her. Frank, on the other hand, had 4 out of 5 in basketball shooting and a 6 out of 8 on this. Those are concrete things but I'm not sure that that's the person that you want to assist you. (Doug)

> Teaching can be like raising children. I know I don't have set, exact, measurable goals for my children and even if I can't measure them, I still try to teach them certain behaviors.(John)

Collectively, the teachers felt that some form of evaluation should take place. Teachers have to assess their philosophy regarding evaluation in physical education, devise a workable solution, and feel comfortable with it. Gathering feedback from students was the most valuable tool.

Conclusion

The teacher is critical to the leadership teaching process and understanding the leadership background and the perceived role of teachers, helps to determine what, why, and how leadership is taught. A teacher's positive experiences with leadership as a student contributes to the motivation for including the subject within the

curriculum. Teachers perceive their role to be primarily one of facilitating and supporting.

The context of the physical education classroom provides endless possibilities for leadership but there is limited time allotted for leadership development because of other objectives, such as introduction to recreational life skills. In addition, the teachers' theoretical leadership background is not extensive and this becomes a limiting factor in their teaching.

The intents of a leadership component are restricted to objectives relating to developing communication, decision making, planning, and organization skills and to objectives focusing on using leadership to help students become better all-around people. The activities are practical in nature with few resources utilized when teaching leadership. Evaluation of student progress in the leadership area is a very difficult because some qualities can not be measured and the teachers felt that a measuring stick was not always necessary.

CHAPTER FIVE
LEARNING IS EXPERIENTIAL

Introduction

As teachers we recognize that our personal and professional growth is largely a result of how we respond to life's experiences, some of which are more structured than others. Often we assume responsibility, make decisions, accept consequences, and modify or affirm our thinking for the next situation. We frequently learn something unexpected, either about ourselves or the world. All of these experiences help to shape our growth as human beings.

The teachers in this study strongly believe in the value of experiencing a leadership activity or situation. The goal is not to structure specific learnings per se but to work within the situation and derive as many benefits as possible. Depending on the teacher, the student, and the nature of the activity, what is learned varies. Liken, if you will, the previous statements to experiences such as the first date with a member of the opposite sex, a horse back riding excursion, a babysitting job, a plane ride, or a visit to a museum. Nothing may have surfaced from that experience; but by the same token, there may have been more value extracted than words can convey.

As a collective group, the participants of this investigation said the following to students: We will provide you with a situation, establish some parameters, and then submerge you into that situation. We believe that there are learnings to be realized but

they are different for each person and thus difficult to specifically categorize. We will give you some responsibility and observe your response. Varying abilities, backgrounds, values, beliefs, and knowledge base will impact on that response.

Underlying the foregoing statement is that teachers are not prepared nor are they able to specifically say that each student will become a more adept communicator, for example. Some students will require a tremendous amount of extra practice to reach a high level of competence, while others who are more naturally gifted, may use leadership situations to further develop their abilities. In a sense, it is like learning through osmosis. The leadership situation melds with the uniqueness of the student causing a reaction; creating an imbalance so that the student is no longer the same person because he/she now sees a small slice of the world from a slightly different angle.

Experience in itself however, is not enough. It is easy to lead a warm-up or teach a class and receive nothing from the activity. Teachers in this study used the following intervention strategies that turned the experience into a learning situation: preparation for activities, teacher feedback, and reflection.

Preparation for Leadership Activities

Overall the preparation of students prior to their leadership involvement is minimal even though the nature of some activities require a significant amount of preparation. When Bill takes his P.ED. 30s to the swimming pool and they teach the mentally

handicapped kids how to swim, preparation is vital. The grade 12 students are required to demonstrate the ability to swim, knowledge of basic teaching techniques, and some awareness of mentally handicapped kids. On the other hand, little time is spent preparing students for leading the warm-up. Most of the preparation involves developing technical skills, or work skills (Benson,1987), such as officiating and scorekeeping.

When asked if he taught generic leadership skills i.e. skills basic to most leadership situations such as communication, planning, and decision making, Randy responded as follows:

> I think we talk about them. Number one, if the students are going to go into anything, obviously they have to be prepared. Number two, there's a point where they have to be assertive. You have to realize the kind of person you are. When you're in the situation, someone has to take control and the situations that these students are in, they're expected to take control.

Some teachers feel that general leadership skills should be taught, but there is certainly no consensus. Linda believes that generic skills like communication and decision making "should be taught but I don't know if the kids, they'll go for the little exercises and drills of listening or speaking, but I don't know how effective it is in the long run."

The teachers in this study recognized their shortcomings in teaching leadership skills to students. As Ron said, "I would like to do more in the area of organizational skills and management skills; how to handle groups, how to work with groups, how to organize a unit, but I don't have the time." Hannah makes a

similar comment. "I think I need to give them a few more managerial skills on how to manage a group of people....also maybe give them a few more skills on how to organize." Essentially the issue at hand is one of balance and the same issue arises later when the discussion turns to the notion of theory. If teachers take the time to teach these leadership skills, activity time will suffer. Teachers have viewed motor skill acquisition as their top priority and only a certain percentage of class time was devoted to leadership. Most of the leadership time was spent experiencing practical roles.

Planning and organizational skills are components of leadership and most teachers assume that students will improve in these areas with leadership experience. Do students improve because the skills are specifically taught or because they are by-products of the activities? Generally teachers rarely address teaching, planning, and organizing yet students learn something, however undefined, about these skills on their own.

A few of the teachers in this study assisted students in developing these skills. For example, Doug modelled leading the warm-up. He discusses the important aspects of an effective warm-up and then gives the students an opportunity to plan their own warm-up. "I'm trying to prepare them to write down some ideas for doing their own, whether it's a warm-up or teaching a particular skill." Specifically topics such as planning stretch exercises in sequence from head to toe or vice versa, clarity in speaking, dividing groups for relays, and using demonstrations are

addressed. Doug helps the students realize that part of being organized is writing down ideas.

Hannah discusses how planning and organization fits into peer teaching:

> I expect them to plan, to have thought out how they are going to organize materials. They have to communicate with me ahead of time so that we agree that we both know what's going to happen that day. They are aware of how they are going to impact on everybody in that class. They think about the dynamics of the group that they are working with.....(To plan) First of all you bring them together and you have them think out and list all of the components (taking attendance, organizing into groups, preparing equipment, length of time on drill or activity, officiating, game results) that are going to be part of what they're doing.....When you are teaching students, they have no idea of what's involved with all the facets of running a classroom.....You really have to sit down with them and help them be aware of how you take all these things and then how you plan out your time.

Another aspect considered within the preparation phase was leadership theory. Theory generally referred to abstract thought, with many topics identified as part of leadership theory. In order to clarify what constituted theory, the following examples of topics were provided:

1. Definitions of leadership.
2. Leadership styles - autocratic, democratic, or laissez-faire.
3. Leadership Traits.
4. Motivational styles - task oriented vs. people oriented.

5. Specific components - power, roles, influence, goals, etc.
6. How to motivate followers?
7. What makes a good leader?

The word theory held an unfortunate connotation i.e. dry, boring, and time consuming and the students didn't see a need for it. On a theoretical level, teachers felt that either it should be included or they were still undecided. To incorporate an aspect of theory while teaching leadership contributes to the idea of completeness. If students were able to relate theory to practice, hopefully they would have a clearer understanding of the total process. On a practical level, once again the issue boiled down to time as the number one barrier. Teachers were not prepared to sacrifice physical activity time for classroom time discussing leadership theory. In addition, the students' perception was that classroom theory was irrelevant.

Randy summarized the time issue earlier when he suggested that there are so many other things (other than leadership) that he is trying to incorporate into his physical education lessons. Bill reflected on theory from the students' perspective.

> I wouldn't want a leadership course in physical education 30 being a lot of theory, a lot of written stuff and a lot of stuff about skills and research. That would turn kids off leadership more at this age than it would turn them on.

Few good leadership resources were available for teachers' use in their unique contexts. Even if there were resources, that would be no guarantee the materials would be used. Hannah took a slightly different slant on this topic. "I like the kids to discover

these things rather than you pointing it out to them. Self-discovery is a lovely thing." Jackie commented on theory. "I don't have any leadership notes to teach them about theory. I just teach from my own experience."

Are students adequately prepared for their leadership experiences? Do students know how to accomplish some of the skills exhibited by good leaders? Do students know what to expect in order to be confident in achieving success? In many instances, the answer is no. As Randy says, "The preparation (of students) is probably the biggest downfall with this whole leadership thing."

Teacher Feedback

Following preparation, teacher feedback was provided which constituted the second intervention strategy. Teachers considered feedback to be crucial to the learning process. When providing feedback to students with respect to their leadership experiences, it can be given before, during, and after an activity is taught. It can be in a group context or in a one-on-one situation. It can originate from the teacher, the peers, or oneself. It can be immediate or withheld for a period of time. It can be specific or general. As Doug says, "...I think it's important that you talk about it with someone else or think about it because that's how we learn and that's how we improve and make the situation better next time."

Teachers felt that a one-on-one context for giving feedback was the most beneficial for students, but it was also the most time consuming. For some individuals, teaching leadership means providing considerable feedback, which in turn implies extra time requirements. Hannah stated, "It means a little more time commitment from you because you've got to spend a little more time outside of class."

Feedback was used to underscore a specific teaching point within the process of leadership development. For example, all of the participants stated that failure or negative experiences were part of learning leadership. This is not to say that teachers planned for failure to occur, but it is unrealistic that everyone will succeed. "For some it's negative, but even if it's negative it's good, because they've had a learning experience out of it" (Randy). "I'm going to have failure in my life and it's how I handle that failure that makes me a better person" (Bill). "The other kids also learned when they saw poor leadership" (Hannah). The teacher can help the student to understand failure in leadership by providing appropriate feedback. A specific example crystalizes the point. Bill related an experience with one of his physical education 30 students. Craig was in charge of organizing an intramural unit. It flopped. Basically no one showed up. He had worked hard at it and he was in a quandary as to why it didn't succeed. Bill had to provide appropriate feedback. "Together we determined lots of reasons why it might have failed but not because of him. It failed because of the following reasons but not because of Craig, and I think he had to know that." Bill went on to say that because Craig

had achieved so much success in his life, this small instance of failure probably helped him grow more than one more success.

To be effective, feedback has to be specific. It is easy to say, "good job" or "put more thought into it next time." Teachers felt that the quality of feedback was enhanced through accurate appraisals. The following was an example of feedback given by the teacher to a student who has led the warm-up:

> I just make specific comments about perhaps the length of their warm-up, how reasonable their warm-up was; where they're coming from. For example, why did you choose these types of things? Is it task specific or is it something that you learned at your track club and you expect these people, who are not as into it as you are, to perform it also? They have to take into consideration, just as I do when I'm leading a class through a warm-up, the varying degree of intensity, the genuineness of being there, just the different ability groups of the kids. I might talk about a specific stretch that they performed and maybe give some suggestions, like it wasn't technically correct. We might go over the things that they might do to improve next time. What could they work on next time? If they don't come up with an answer, I'll give them some suggestions. Maybe it's as simple as using music or trying to be a little looser. (Doug)

From the foregoing example, the student has just completed a leadership activity and he/she has unique internal perceptions regarding the quality of the work. As an outside source, the teacher, is able to create a greater awareness of the total experience by giving feedback. The students, with their own perceptions, and the teachers, with appropriate feedback, work

together to maximize the potential learnings. The value of feedback is related to the next instance that individuals can apply the feedback. With the warm-up example, the phrase, 'next time,' was used more than once. When is the 'next time'? If the next similar leadership experience is not for weeks, or months, or years, the feedback may be forgotten. Teachers provide feedback and then give the student an opportunity to apply the information as soon as possible. Discussions at the end of class help students realize problems that arise when they are in a leadership role.

> I think it (feedback) helps students focus on giving directions and thinking on how a group responds. One example might be how they bring a group in for a demonstration; or when they're in the class, they don't realize how distracting it is to have other people talking when they're trying to give directions and there are five or six kids not listening. They can't believe it, it almost surprises them. Why aren't they listening? They might be the one in class when you're trying to talk. That's a focus. They realize that they've got to deal with that; how am I going to bring them in line? The other example might be how you go into a group. Often, students will give an explanation, alright we're going to do a spike drill in volleyball. Let's go. They don't give any information on where to stand, who's going first, just the actual procedure of the drill. Usually in our wind-up discussions, they realize the planning that has to go into it. They have to have some pre-thought on how they are going to do it. The people who are going to follow need clear cut directions. (John)

Students are not always aware of the potential learning situations arising from a leadership role. For example, Bill helped

Craig learn from a failed situation. Without Bill's assistance, Craig would blame himself and be blinded by other possible reasons for the lack of success in his assignment.

One-on-one feedback is the most valuable form of communication but it is also very time consuming. Teachers have to be prepared to find the time to talk to students about their leadership experiences.

Reflection

The final intervention strategy used by teachers was reflection. Reflection enables a person to consciously become aware of what was learned. As a result, this awareness increases the likelihood of the learning being retained and applied in a future situation. In addition to providing students with opportunities to experience leadership, opportunities were needed for reflection. Linda stated it well. "As a student, you don't really look at leadership experiences for what they actually are. You go through them but you never evaluate them." It is assumed that learning takes place in leadership activities and so the teacher must assist the student in rummaging through the experience to recognize the learnings.

Some teachers were more methodical in dealing with reflection than others. Randy talked about how he handles it:

> We ask them to hand in a reaction. It's almost like a mini-log to their teaching assignment; where they felt their strengths were, their weaknesses, their frustrations.

> Then we'll sit down with them and try to capsulize the thing.

One example of a leadership activity used by Randy included matching a grade 12 class with a grade 10 class and requiring the grade 12 students to teach track and field events to the grade 10's. Strengths of the leaders included relating well to people, providing appropriate and specific feedback to the learner, and demonstrating a skill to a high degree of efficiency. Examples of weaknesses included the inability to communicate, difficulty in the detection of physical skill errors, and poorly devised lesson plans. Frustrations arose when a student leader observed a problem in skill execution and suggestions made to the learner did not change the behavior. Another frustration was experienced when followers did not listen or show respect.

Using reflection as a tool for learning can be a challenging task. A number of teachers asked students to reflect on their experiences during the physical education course (usually at the completion of the course), but it was more of a focus on evaluation rather than a discovery of personal strengths and weaknesses. This exercise was usually fairly general in nature. Jackie suggested that "if you had some specific questions geared to that activity, as far as leadership goes, I think you might get a better reflection." Bill hasn't focussed on reflection to a great extent. As we discussed the notion, he commented, "Reflection for kids, what did they learn? You can expand that from what are your strengths and weaknesses as a leader to what are your strengths and weaknesses as a person."

Conclusion

Learning through practical leading experience was central to teaching leadership. A student assumed a leadership role - officiating, planning intramurals, teaching a class - and it was hoped that some positive benefit would emerge. It was almost a process of osmosis. What was learned from the situation was often difficult to define and quantify but there was an overwhelming sense that students learned something from their leadership experiences.

Experience in itself was not enough. Teachers facilitated learning through preparation of an activity, provision of teacher feedback, and reflection. The over-all preparation for leadership roles was minimal and the teachers themselves viewed this as a weakness. Two of the teachers specifically stated that they need to incorporate more content related to organizational and people skills. Teachers felt a tension between adequate preparation for leadership and subsequent loss of activity time. Virtually no leadership theory was part of the physical education 30 program.

CHAPTER SIX
LEADERSHIP AS A VEHICLE FOR SELF-IMPROVEMENT

Introduction

Most of the teachers stated that their goal was not to develop leaders per se because there is limited time devoted to leadership instruction. In addition teachers are ill-prepared in this area. The dynamics of leadership or the role of leading encompasses a vast array of skills, values, and attitudes and a student may not emerge as a superior leader with the uncanny knack of always influencing followers. However, experience in making decisions affecting other people in achieving a common goal has inherent value in students learning about themselves in ways never perceived previously. Teachers want students in their classes to think more positively of themselves, to be aware of their thoughts and understand their actions, and as a result, to grow and develop to their full potential as human beings.

Physical education teachers in this study believed that leadership opportunities contributed to an increase in student confidence and self-esteem, to a development of values, and to self-learning and personal growth.

Confidence

All of the teachers in this study stated that an increase in the student's level of confidence was one of the perceived benefits arising from participation in leadership activities. From talking to

students (as recorded in the journal), they sensed that their confidence increased as a result of their involvement in leadership activities. Teachers conveyed the image of students believing in themselves after accomplishing a leadership task or overcoming a fear of leadership.

> I hope they gain...confidence in themselves. I think the basic thing that we're looking for is the confidence to work with other kids in a leadership type of role. We want them to be able to take control, put something together, and to be able to convey their information. For most of the kids, once they come out of the experience, they feel quite good about themselves. (Randy)

> Maybe we're not getting at all the components of it (leadership) but the self-confidence of being in front of a group is one of the major areas that we think of leadership. (John)

> The most positive thing is to see the kids go into something very nervous, negative, and maybe somewhat scared and then to put themselves into a situation of leadership, and to see the confidence develop in them and realize that they can get out there to do those things that they fear to do. You just see a different human being... (Randy)

> Leadership is really frustrating but I think the rewards are incredible; to see kids do things that they didn't think they could do. (Bill)

Teachers feel that confidence is essential to the over-all well being of an individual. Although it is unclear whether leadership actually improved confidence, teachers' professional sense is that there is a relationship between assuming a leadership role and exiting from that role with a renewed confidence in one's ability.

Self-Learning

Participation in leadership activities helps students to learn about themselves. When students are asked to lead, many different situations arise which cause them to be more conscious of personal attributes, skills and abilities. Students in physical education encounter unique leadership experiences and it is crucial for the teacher to assist with the self-learning process. The teachers in this study felt that leadership experiences promoted and encouraged self-learning.

Ron commented on self-analysis and hidden talents. Students often developed an introspective approach to understanding their behavior in group situations. With reflection, students discovered abilities unknown to them previously.

> "(They should learn) how to handle people or can they handle people? If they can't, why can't they? Do they have the ability to look inside themselves and...do a self-analysis? What is there about me that allows me to communicate with other students well or vice versa. What about hidden talents? Some kids come up with something that they never thought they could

> ever do. We talk about goal setting for kids that are realistic. They have a chance to accomplish those goals."

Sometimes students find out something about themselves which helps them to accept the way they are. For example, students have trouble leading because they are shy and hesitant to speak up. Linda suggests that, "A lot of them find out something about themselves or a reason why they behave the way they do. It's not an excuse but at least they can accept it a lot better than if they thought there was something wrong with them."

Linda then shared an example where she felt that a student realized her predisposition to introversion but discovered it as a strength in a leadership environment.

> We had one girl who was very introverted and she didn't share a whole lot with anyone in particular on this camping trip. As it turned out, one of the leaders on the trip, was the same pattern type as her. He ended up spending a lot of time with her. She saw him in a role that was totally different than the way she perceived herself. She understood that he flexed into that pattern of a leader. He was quiet and shy and so was she. But she had never seen herself, or couldn't even picture herself being in that role. By the end of the three days, she emerged as that type of leader. She could flex into a role of teaching, not just learning or not just listening. She actually started to talk with people. It was a coincidence that she identified with this other guy who was a good leader, but had exactly the same strengths. I think she perceived those strengths as faults or flaws. She had no confidence. She was shy and quiet. She

> thought a lot. She was a very bright student but didn't see herself as being able to teach or assume any kind of leadership role where she was instructing or guiding or leading.

Teachers identified student strengths following leadership encounters. The behavior displayed in relating to others, analyzing physical skills, and adapting to situations were mentioned most frequently. After reflecting upon their leadership experiences, students often realize their strengths.

> One quality they may have is the ability to assess a situation and be flexible. Another thing they might find is that they have a sensitivity to others. Some people find that they may be very good at analyzing another person's difficulties and helping them improve on it. Other people may find out that their strength is just the actual, sort of dynamic leadership; they have a charisma with people. (Hannah)

Leadership involves interacting with people and helping others. A common thread running through all of the interviews was the students' understanding of how they related to their peers. Hannah accurately captures one aspect of this helping relationship:

> ...they can see that they can help others. They can see improvement from other people when they help them. It gives them a sense of humility and it gives them a sense of understanding that perhaps not all people have the same abilities that they have. When somebody else asks them a question and the question is asked directly to them, they cannot help but get the

feeling that I can help them because that person has sought my help.

Values and Self-Esteem

There is a relationship between values, self-esteem, and leadership which must be explored when discussing the process associated with leadership development. Value refers to what is important in life and self-esteem reflects a notion of self-assessment or self-worth. Values and self-esteem are different concepts but the two are treated together because an understanding of personal values affects self-esteem. For example, if it's important to stand up for what you believe in even though it goes against the grain, your self-esteem is positively affected because you did the 'right' thing.

Teachers incorporated values and self-esteem differently in their leadership teaching. Bill embedded the notion of values within specific phrases he used to extend the values beyond the classroom setting. "I always tell them, choose to lead, not to follow. Choose to lead in your own personal life, choose to lead in your own social life, choose to lead in school, even if you lead just a little bit." Bill emphasized self-esteem but he did not approach it formally in a classroom. "I tend to do it on a one-to- one basis by stroking my kids and telling them that I think they are important." For example, Bill talked to a grade 12 student who was leading a segment of the track and field practice. Bill told the individual that he was doing an excellent job because he kept

everyone on task and he was motivating the other students by using positive feedback.

Randy took a different perspective regarding value awareness within a leadership framework. He appealed to the students' sense of equality and the importance of role modelling.

> I've addressed it (values and self-esteem) from the standpoint that when those kids are teaching, the grade tens are looking up to them so I want you to treat them the way you wanted to be treated when you were in grade ten. I don't think I've gone much beyond that.

Linda was asked if she incorporated the discussion of values within her physical education 30 component. She said no, not directly, but she provided an example regarding students that don't fit in. The following situation related to the value of welcoming or including others, which is linked to leadership because leaders must make their followers feel significant in the group.

> This year we had one student who wasn't in a group for camping and one other kid, one of the nicest kids I've ever taught, who said it was no big deal and he'd go with him. He jumped out of his group and the two of them camped together. We talked a lot about what he had done. It was no big deal to him but that was the way he was brought up. I saw it as a real big leadership move. He turned against the grain of his whole class and all his friends and the kids respected him for it. I don't think anyone of them, had we gone camping a week later, would have done the same thing. There was nothing

> wrong with the kid he went with; he just didn't have any friends in that class.

Bill was asked if a teacher can or should formally address values and self-esteem in a classroom setting. He suggested that values be specifically discussed because through an awareness of our values, we become better people.

> I formally address them. Kids say one of the things that Coach has taught me is my M's and V's - morals and values. All I want to do is point out to them some of the values that are in society today; ask them what their values are in these things and why. I don't know if it's to teach values but to make them more aware of their values and the values that they have and why those values could be changing. If you're going to teach kids to be better, then you're going to have to teach them something about values because that's how they're going to get better. If you have a kid in your class and he's selling stuff that he stole, if you don't do something about that and you know, or try to teach him about that, then you're not making him a better person. I think it's important to at least let kids know or have them look at their own values. I tell them one of the greatest things in the world is to look in the mirror. I really believe in the mirror test. When you look in the mirror, am I happy with what I see?

Teachers in this study attempted to model their values, to treat students with respect, and to encourage students to treat their peers with respect, but little transpired beyond that. There was no specific content linking leadership to the development of student values and self-esteem.

Growth

A recurring theme in this study was the notion of growth. On many occasions, either directly or indirectly, teachers stated that a link existed between leadership experiences and the subsequent mental, social, and emotional growth of students.

The meaning of growth is difficult to pinpoint because it takes on various shades of understanding for different people. Bill discussed growth from his vantage point. He determined growth by observing students over a period of time and noticing a change in how they reacted to challenging situations. There was more discipline or more patience in their approach to problems.

> I guess it's really hard to describe growth unless you see the kid from grade ten all the way through.....It's more of a growth of mental maturity.....I see growth in the way they react to situations. In grade ten they may react by snapping at a situation or blow off steam right away. By grade twelve, they step back and look at it and try to see through the situation. I think they learn that through leadership.....they'll say yeah, I think I've grown a lot. I ask them the same question, well how? Basically they say it's their approach to problems or it's their discipline in their own personal life. They've got way more discipline in their own personal life now. Growth is how they feel and how they handle their emotions.

Bill then expanded on growth in decision making. Good leaders do not make decisions hastily but rather they take the time to assess the circumstances. Leadership also involves taking

initiative and speaking out if a situation is inappropriate. Is the decision to say nothing or to take the risk of possibly hurting someone? Bill illustrated his point by recalling a recent conversation with a student.

> When you see a situation, you can become involved in it right away and get caught up in it. If you're not sure, then you should step back because that's leadership. I'm going to step back and I'm going to analyze the situation and I'm not going to jump in. I'm going to make a decision. Most kids don't like to make decisions. If a kid steps back, he's actually making a decision. Do I want to get involved there or what's happening here? Leadership isn't just jumping into the group and doing it. I'm leading to step back and I'm thinking it through and I'm making a decision and making decisions is really tough for kids.
> This kid in my P.ED. 30 class said to me, this friend of mine in grade twelve is starting to go out with all these grade ten girls. And he goes, you know he's moving in two weeks and I don't think it's very good. I said, why not? He says, well I've been watching him and I think the girls will be hurt because they don't know he's moving. I'm going to say something to him. Now here's a kid who is looking at a situation and knows how I said to step back. He says, I've been looking at this thing and I don't think it's right. He (the dating friend) has to understand that it's not just him. There's another person involved.

Growth also results from expanding student horizons and becoming involved in unique experiences. Physical education teachers often recommend students wishing to attend

conferences and workshops. The development of leadership skills may be a criteria for eligibility to travel afar.

> The Alberta Sport Council, just this May, advertised around Alberta schools, a leadership weekend that they're having down in Calgary. We talked to a couple of students here. The process was that they had to submit some information, send in the applications, and then the Alberta Sport Council Committee would choose. I think 50 kids from across Alberta were to be selected, all expenses paid. It was part of their Olympic movement. They were looking for leaders. One of our kids just got picked. She was really excited. I was happy for her. She's in grade 11. She's a super kid in class, really helpful, a good leader. The kids respect her and she's really fair; you know she could be a teacher right now. They had to submit a formal written application of why they would like to attend this weekend. Obviously her write-up was great and she was really genuine. She was really thankful for our P.Ed. staff nominating her. We did it on the basis of what she had done (leadership) in class. (Doug)

Although growth is an intangible quality, it is obviously held in the highest regard. Teachers felt strongly that leadership enhances the mental, social, and emotional growth process even though it is extremely difficult to document. Including leadership in physical education because it help kids grow is one more justification for its inclusion.

Student Perspective

How do the leadership benefits perceived by the students correspond to the benefits perceived by the teachers? Students have difficulty articulating the positive consequences of their involvement in a leadership role. For the most part, they haven't taken the time to think about how their leadership experiences may have helped them.

Generally the student comments, regarding the benefits of leadership experiences, showed some similarity to the teachers' objectives. Typical student responses were: helped me mature, helped me be more committed, made me more open minded and better organized, helped my communication skills, broadened my perspective on judging people, increased my confidence, helped me to be more responsible, and gave me a sense of belonging. Some students were better than others at explaining how they felt the experiences have improved them because some teachers have emphasized leadership more than others.

Impact on Students

How have physical education students been affected by involvement in leadership activities? Teachers responded with stories, analogies, and examples to illustrate the impact of leadership on students.

value of inclusion in a group was more important than the value of winning a game. Finally, overcoming frustration in a difficult teaching task led to a feeling of increased self-esteem.

> I remember some of my students say, it was so exciting to see this girl be so excited; they were excited for that person. Maybe they related it to an experience that they had where they accomplished something that they hadn't done before. The kids would say, you should have seen their faces! When they jumped into the deep end, they could swim to the side! (Jackie)

> When I see the star athlete throw the football to the kid who can't catch, some leadership skills are evident. There is a sensitivity to members in a group. He may be the leader, the quarterback, and he realizes that even though our goal might be to get a touchdown, that's not our only goal. We've got to be a group and to achieve goals, we have to have strong harmony in our group. We have to make everyone feel included. That's an important aspect of a group, that everyone must feel that they are contributing. Even if you know the kid probably won't catch the ball, you're willing to throw it to him so he feels included. A good leader recognizes that everybody in the group has to be working toward the goal. (John)

> Omar was one of my P.ED. kids this year. He said one of the most unique experiences he's ever had, one of the best classes he's ever taken, was P.ED. 30 because he got to be a leader. He goes, "I got to teach a mentally handicapped kid how to swim. I felt so good about myself and I felt so lucky." He goes, "I learned more about myself, about being patient. Now when I

> walk down a mall and I see that type of kid, that I'm not going to move away." He said it was just a tremendous experience because it was very frustrating and very hard for him and at points he didn't want to do it, but at the end it was great. He said to me, "I really appreciate you making us have that experience because I wouldn't choose to do that." (Bill)

The following examples illustrate how leadership causes a change in student behavior. A teacher gave one of his students more leadership responsibility and the positive results were noticed by his parents. Students seek attention and leadership provided a positive means for being recognized.

> Yes, I try to change kids. Not all kids but yes I think that you see kids and you know that basically there's some good in them and you want to change them, so you pull them along or you push them along. You challenge them. Omar is a good example. Everyone on this staff said to me, what have you done to Omar? This kid has just made a 180 degree turn. His parents have said to me, what have you done to this kid? I sat down with him and said look Omar, you have all these skills, you're a good kid and I really believe that you can do all this stuff and I don't understand why you are acting the way you are. I started giving him things to do and he just turned around. He felt responsible for that. (Bill)

> You know from teaching, how you have the kid who comes in and just bounces from one wall to another. That's this youngster. He's a wall bouncer. I'm sure he's had lots of reinforcement in school about don't do

> this, don't do that. But I think what's happened to him is that there are times when we have identified what he's done. Not only have I identified it for him, but I've identified it to the other kids in the class; what that particular boy could do. He now can get acceptance from his peers, not from bouncing off the walls, but from the fact that he has done something in a very mature way in a leadership role. (Hannah)

The final two quotes illustrate how leadership provided students with an outlet to develop creativity. As the leader, a student created a game which other people enjoyed playing and subsequently elevated him to a special status among his peers because of his ability. In another situation, the results of leadership surprisingly surfaced in a situation outside of the classroom.

> One boy taught a really fun game of low organizational skill. He put great big refrigerator boxes on the kids and played a game of dodgeball. You had to hit the kids who were in the boxes. He thought the game up. It was an absolutely tremendous game. It was great fun to watch these boxes, with little feet, running around the gym. It was great creativity. His leadership was excellent. (Hannah)

> One thing that has really been rewarding this year is that when I've had to call on kids to help me with Open House to do orientation with the Junior High schools regarding tours of our school, it's the 30s that come through. For example, one of the boys that I had in the physical education 30 course came in to help with a grade 9 tour. I had followed the instructions of

> the people before me and it was not very well done. Then this student came in and said, that's not the way to do it. We sat down and really brainstormed. He came in here on a Saturday and we sat here for about three hours. With his guidance and some of the other kids in that course, we redid the tours. As a result, 18 grade 9 students changed their mind and decided to come to our school. That was just an excellent spin-off of leadership. (Hannah)

Conclusion

As a result of leadership experiences, students may or may not develop into leaders per se, but the teachers in this study felt that leadership provided a means for self-improvement. Many of the skills, abilities, and attitudes related to leadership such as sensitivity, decision making, planning, and creativity are beneficial to students outside of a leadership environment.

Confidence, self-learning, values, self-esteem, and growth were discussed in this chapter as specific topics linked to self-improvement. Teachers felt that students' confidence levels increased because of experiencing leadership roles. Self-learning concepts included undertaking a self-analysis, understanding how unique personal traits can be applied to leadership situations, and discovering leadership strengths such as charisma. Values and self-esteem related to leadership, but they were modelled by teachers and addressed informally as opposed to being taught directly in a classroom. Leadership experiences contributed to the

mental, social, and emotional growth of students although few examples were available to document this belief.

Leadership impacts students in different ways. Teachers related stories, analogies, and examples to illustrate the effect of leadership on their students. Leadership acted as an agent of discovery, change, and creativity.

CHAPTER SEVEN
MEANINGS OF LEADERSHIP

Introduction

This chapter focuses on the meanings eight teachers attach to leadership. Three major sections make up this chapter. The first part, Surface Perceptions, includes examples of general leadership and descriptions which add substance to the initial meanings. Part two, or The Leadership Crux, delves to a deeper level of leadership perceptions. Teachers tend to take a broader or more encompassing view of leadership than what is traditionally represented in the literature. Part three examines leadership from the student's point of view.

Surface Perceptions

Leadership, as perceived by the participants as a group, is typified by four perspectives: control, knowledge, influence, and personal skill. Leadership means:

> Our working definition here, is to put kids in a controlled situation where they have to take a situation and they ...develop some criteria for working in that situation. They have to control the situation and make something happen. It's a situation of control and it's a situation of responsibility.(Randy)

> ...leadership is the ability to take charge in some kind of situation. (Jackie)

> ...being looked upon as the person who knows what's going on. I think basically that's the underlying theme that I use. (Jackie)

> Leadership is having qualities that when put in a role model situation that other people are willing to look up to and respect and follow instructions. (John)

> Leadership is.....working on their strengths, making their weaknesses seem a little less, developing their personal life skills and giving them the opportunity to organize something with our guidance or maybe giving them a situation where they totally organize themselves and then they see how it goes.(Doug)

Leadership means being in a responsible position where actions influence other people. Control, or being knowledgeable about a situation is very important. Leadership also involves developing personal life skills which are based on individual strengths and weaknesses.

In addition to control, knowledge, influence, and organizational ability, other features characterize leadership. According to Bill,

> Leadership means you do your best. Leadership is believing in yourself and not being afraid to take chances. Leadership is risky and risking is scary. Leadership is failure because you're going to fail when you lead. Leadership isn't always fun. I have to lead my department and it isn't always fun.

The word initiative is often identified as one of the prerequisites of leading. Jackie highlighted the importance of taking charge and Doug reiterated this notion by providing an example from a camping trip.

> It was not really designed but they knew they had to make fires and a couple of the boys got up and started all the fires. I thought that was a good example of leadership. It's taking initiative. They're the kids who are never going to freeze at night and they're the ones who are going to help the other kids understand that you don't touch the sides of your tent. They're going to reiterate things that we talked about in class.
> The first night we went on about a four hour walk. It was funny how on the way back the group split up; the faster walkers moving ahead. There was a lot of encouragement. You know, we have only another kilometer to go or it's just around the next corner. Some of these kids were like that throughout the entire camp. Not that it was always the same kids, but they provided a direction for a few of the people in the groups. It might be something like, it's your turn to cook; you watched me yesterday and you're going to do breakfast this morning. We went cycling and there's lots of hills in Jasper and there was lots of encouragement. So there's that whole idea of thinking about other people, not just thinking about yourself. (Doug)

Hannah also refers to taking charge as leadership, "...it's taking social skills (communicating, directing, encouraging) and it's learning to work with your peers but being in charge of what your peers are doing. You're not dependent on an external person to control the environment that you're in."

Leadership means involvement. Involvement refers to volunteering time, assisting in a project, participating, and contributing to community ventures. The assumption is that leadership experiences encourage students to be active and assist others. Doug noted,

> Getting involved with other people and knowing that you have something to offer is important also.....Being a good role model or a good citizen or a good leader is giving something back because somewhere along the line you have received something. They feel good about returning these favors or this work or the positive experience that they had.

Students assume a leadership role when they demonstrate the necessary skills to handle a particular situation. "I see it more or less, if you've got the skills, then maybe you take over." From this perspective, the leadership role is dynamic and ever changing depending on the situation. For example, one person on a camping trip may be the leader at meal times because he/she has the ability to cook while another person may be the leader in setting up and taking down camp because he/she has expertise in putting up tents.

John was the only teacher who emphasized the importance of recognizing individual skills in combination with group goals. Group processes, especially motivating a group, is central to his thinking. John discussed his notion of leadership.

> It (the interviews concerning leadership for this study) certainly has made me think more about it. I was down at the HPEC conference last week and I went to one

> session on leadership management. I tried to bring a parallel between the two of these (student leadership and leadership management). The guest speaker spoke about leadership skills mainly from a group orientation. How do you get a certain group to perform in the direction that you want them to? She was also looking at people who have been assigned a position; they're not necessarily emerging out of the situation. It's made me realize how broad a topic it is. For me there are two things: the self-awareness of your own skills and being able to recognize the group goals and how do you motivate the group to achieve those goals.

According to the teachers in this study surface perceptions of leadership mean taking charge, giving instructions, assuming responsibility, and taking initiative. The next section is The Leadership Crux, which provides a progression in levels of meaning.

The Leadership Crux

Although leadership is viewed as one or more individuals leading or influencing a group or specified followers in achieving a common goal, this perspective is much too narrow for physical educators (Stogdill, 1974).

Leadership means more than leading a group of people. Bill suggested, "I don't believe leadership is always being the guy in front and bringing everyone along with you." Hannah concurred, "Leadership does not necessarily mean that you're standing in front of a group of people and saying follow me. It may mean that you're just coordinating something and taking initiative to get

something going. Maybe I take a broader perspective of the term leadership." Linda emphasized decision making as a critical feature of leadership. "I look at leadership more in the decision making part of it; being able to make a decision that affects other people, not necessarily leading people."

Teachers viewed leading as self discipline or the application of life skills. The idea of leading oneself was explicit in one program, implicit in several others and absent from the literature.

> You have to lead yourself too. That's the personal leadership skills.....You have to be leaders in discipline.....I think it's easier to give them direction on how to lead others than on how to lead themselves sometimes.....It's tough to lead yourself. That's a very important part because it's a life long thing, it's a life long skill that they can take from leadership. (Bill)

Doug suggested that, "Leadership is life skills"; most of the teachers agreed with him to some degree. Teachers wanted to make their students better people and John said it well: "I see leadership as a vehicle for improving people. The potential skills emerging from leadership, such as communicating, getting along with others, planning, organizing, decision making, and delegating, are all tools which help students."

The life skills theme was revealed and justified because of the carry over value to other areas of life, outside the physical education classroom. The teachers suggested that leadership skills transfer to other parts of a student's life.

> I know that mine is life skills oriented because I'd like these kids to take out of the leadership experience something that they can use in later life, not necessarily in a leading role, but maybe. Through life, every once in a while, you will be looked upon with some attention and some respect and you'll have to organize something. I don't think anybody can get through life without doing that. (Jackie)

Jackie related a personal experience. At family gatherings, meals and activities have to be organized. Relatives often look to Jackie because she is willing to take the initiative. She enjoys taking charge of situations and making decisions. Most of the other family members are content to be followers. Jackie has no trouble delegating authority and she feels that her leadership background helps to contribute to enjoyable family outings.

> When you take on a leadership role, all the other skills that you want as a person in a democracy, accepting responsibility, being dependable, following through on something, making a commitment, accepting a challenge, these are all aspects of a successful lifestyle. (Hannah)

Linda on the other hand suggested that leadership helps students learn about themselves. The discovering of individual strengths is a critical aspect of leadership.

> I see leadership as developing potential. Everybody's got the potential for leadership.....they (students) are to a large extent self-centered. They don't realize that a lot of their happiness comes from doing things for other people. I really started to take a more philosophical look at this leadership. I used to do strictly the service hours and then we did the coaching thing. That's leadership but

> there's much more to it than just teaching, leading, and following; there is the strengths, the values, sharing with other people, and doing things with and for other people. (Linda)

Student Perspective of Leadership

Generally, leadership to students meant becoming involved and assisting the teacher during physical education classes. Students made sure that the class ran smoothly when they were in charge. One student described leadership as being in a "position where people depend on you day in and day out." Leadership is learning from mistakes and encouraging others. Leadership involves understanding, tolerance, patience, and motivation. Another student identified a leader as being either verbal (always talking and encouraging) or non-verbal (leading by example). Like teachers, most of the students had difficulty describing leadership. The students in programs which emphasized leadership were better able to express their meaning of leadership.

One point was crystalized through discussions with students. Teachers need to talk to students about the nature of leadership and the leadership expectations. Students are generally unaware of teachers' intents. Therefore, leadership development requires a cohesive effort to ensure that paths taken by teachers and students are in the same direction towards the same end.

Conclusion

It is not surprising that teachers' meanings of leadership vary because they realize that it is the sum total of many parts. They see leadership, feel its importance, and believe in its value but struggle to articulate what it is.

Leadership for high school physical education teachers encompasses more than the typical concept of leadership; the goal of leadership or leadership development is to lead people, increase production, increase status, or accomplish a task whereas the goal of leadership in a physical education context is to help people reach their potential. Teachers assume that students will become better people because they will know themselves more thoroughly and they will derive satisfaction from helping others. Bill made the following analysis:

> I don't think the leadership skills that we're trying to give them, or the responsibility that we're trying to give them, is what they're going to remember, ...I did a badminton intramural activity. They're going to remember, I can do something. It's more encompassing than the word leadership.

Leadership is a valued quality. People are recognized and awards are presented based on demonstrated leadership. Hannah illustrates this value in a somewhat larger context.

> The boy who won the system award for being the top physical education student came out of one of the physical education 30 classes. He won it on his leadership ability. Out of the whole Edmonton Public School system, they select one student to receive what

they call the physical education award. It has to be a child who has gone from grade 1-12 in physical education in Edmonton. Every school nominates one person. I was told that it was because of his leadership. I told them about his marks, athletic endeavors he's been in, and extracurricular involvement. The difference between him and the other students was his leadership. (Hannah)

CHAPTER EIGHT
REFLECTIONS

Eight physical education teachers shared their meanings of leadership by answering the following questions: 1. What is leadership? 2. Why is leadership a part of the physical education program? and 3. How is leadership developed? The answers to these questions revealed that leadership education in physical education was part of each students personal growth rather than transforming students into leaders.

Teachers stated on numerous occasions that the purpose of including leadership within the physical education instructional program was not to develop student leaders. Not everyone can be a leader nor does everyone aspire to be a leader. This is not to say that students can't learn something about themselves or others in a leadership setting but it takes many years and many experiences to become a leader. Exposure to leadership experiences in high school contributes to a student's maturation. As Raiola (1988) stated, the curriculum should provide students with the skills or knowledge required for beginning the maturation process.

In physical education 30, students were introduced to numerous new physical activities such as squash and rowing with the intent of exposing students to future recreational possibilities by experiencing these novel activities. A teacher

does not set out to produce 25 squash players. Similarly, a teacher provides leadership experiences not with the intent of producing 25 polished leaders but by stimulating an interest in leadership, even though students may not yet be leaders, they may take leadership courses, coach, teach, or become involved in the community.

Leadership experiences provide opportunities for personal growth. Huckaby and Sperling (1981) aptly describe the positive benefits as a result of leadership experiences. "We believe that better citizenship, self-confidence, creativity, empathy, responsibility, and numerous other positive attributes will be nurtured in the same environment that helps leadership to grow" (p. 19). Teachers in this study also voiced this view.

Students may or may not become leaders but a number of positive benefits emerged and enrichment resulted nonetheless. The response of students, as recorded in journal entries, reiterated the value of leadership opportunities in terms of personal growth. Students did not perceive themselves as suddenly being able to lead. Their comments related to objectives such as developing responsibility, understanding themselves, increasing confidence, and growing as a person.

Why do teachers teach leadership? Since leadership is perceived as a contributor to mental, social, and emotional growth, teachers want to make their students better people by taking a holistic approach to personal development. The assumption is that if students learn more about themselves, and if leadership experiences provide possibilities for this to occur,

then they will be better people. Leadership creates a sensitivity to other people because a good leader must be aware of the followers' needs.

Living in a democratic society is characterized by leaders and followers and at various times both roles are important. It is unrealistic to believe that we require great numbers of leaders, however, our society values leaders and many of the qualities they possess. The skills of communication, planning, and decision making as well as initiative, responsibility, confidence, and personal relations are all attributes to actively develop. With the breakdown of the family unit, students are increasingly lacking confidence and self-esteem (Larsen, 1983). Positive communication and decision making may not be modelled at home. Therefore, opportunities for assuming responsibility in physical education can promote a sense of understanding oneself and developing a respect for others.

It is a much greater challenge today to motivate the learner. Technological gadgetry, lack of parental support, and the student perception of content irrelevancy contribute to this challenge. Students need to feel ownership of the program. If they can make some decisions and be responsible for segments of the course, there is greater meaning attached to their actions and a greater likelihood that learning will occur.

This study also revealed that the subject matter pertaining to student leadership is ill defined and ambiguous, and therefore the

instruments which were designed to measure whether or not the objectives were actually met provided inconclusive results.

The subject matter related to an activity such as badminton is very well defined in terms of skills, knowledge, and attitudes whereas the leadership subject matter is vague and difficult to quantify. Badminton objectives may be stated as follows: to execute a long serve correctly (skills), to explain the tie-breaking procedure (knowledge), and to appreciate the sport of badminton as a life long pursuit (attitudes). Since physical education teachers have not adequately defined leadership, objectives are not clearly stated and measured.

There are many leadership skills and some are more easily planned and evaluated than others. For example, officiating, planning, and organizing skills can be stated as clear objectives and evaluated. The skills of timing, creativity, and initiative are more difficult to plan and evaluate. We do not take leadership skills and then proceed to discuss, demonstrate, drill, practice, and play a game, as may occur in a traditional badminton unit. The means to the ends is not a clear process because leadership largely focuses on covert traits or those inside a human being. Most of physical education concentrates on overt behavior which is easier to quantify.

What characterizes the knowledge and attitude objectives? Teachers want students to handle responsibility, take control of situations, increase confidence levels, respect the rights of others, and understand personal strengths and weaknesses.

Many of the leadership objectives were not explicit and therefore very difficult to measure what was learned. Teachers addressed this issue:

> ...there's a tendency in North America to try to put things into comfortable little units or boxes. I don't always like that. It's like being a good parent. You pick up a book and it's like a recipe and I don't think there is a recipe. I don't like people structuring that too much. What is a good teacher? What is a good parent? What is a good leader? These ten things will make you a good leader. I don't think you can do it that way and it bothers me when it gets that analytical. (Hannah)

> What did you (leadership student) learn about yourself? Well they learned that they had to be more patient when dealing with kids. They learned to be more accepting of mentally handicapped kids. When they see one in the mall, they don't shy away. They'll say, I taught those type of kids and some of them will even go over and talk to them. They've learned that they are very fortunate the way they are, that they don't have this disability.....How do you measure that? I really think sometimes we don't need a measuring stick. (Bill)

> If you came into my classroom and said, which one of these students would you recommend as an assistant for me...Okay, Mary. She's responsible, she's trustworthy, she's always on time for class, and you can rely on her. Frank, on the other hand, had 4 out of 5 in basketball shooting and a 6 out of 8 on this. Those are concrete things but I'm not sure that that's the person that you want to assist you. (Doug)

> Teaching can be like raising children. I know I don't have set, exact, measurable goals for my children and if I can't measure them, I still try to teach them certain behaviors. (John)

What are the foregoing quotes actually saying? Students will internalize certain learnings emerging from leadership activities. For example, they may be more accepting of mentally handicapped kids. As a teacher, I see this as an excellent objective to accomplish i.e. to be more open and responsive to all people regardless of any special differences. But can I actually plan for and measure this inner quality. There is no educational device to accomplish the task. Sometimes we measure by our intuitive feeling- Mary is responsible and you can rely on her. Teachers may feel trapped by a perceived need to have external evaluative constraints. Many leadership benefits are difficult to document and maybe that's alright.

Should leadership be a part of a physical education curriculum? If students are positively affected in any way, then the answer is an emphatic yes! The teachers in this study and the literature support its inclusion. Positive benefits such as increased confidence levels, responsibility development, and improved communication skills are occuring but it is now time to polish, refine, and improve leadership teaching. Before any improvement can take place, a clear vision of leadership must be articulated by physical education teachers. The subject matter must be defined in a manner that allows teachers in classrooms to state goals and determine if learning has occurred.

This study also found that students' acquisition of leadership skills proved to be a factor of experience rather than traditional student learning models.

Perspectives in curriculum and instruction are changing with respect to traditional views of learning and teaching. For learning to occur, the learner must actively engage in the mental processes necessary to construct new meaning and understanding (Nolan & Francis, 1992). Learning is not simply the process of accumulating bits of information and isolated skills or the result of knowledge transfered directly from teacher to student. Learning requires learners to actively construct meaning by "taking new information, relating it to their prior knowledge, and then putting their new understandings to use in reasoning and problem solving" (Nolan & Francis, 1992, p. 47).

Students who engage in leadership experiences actively construct new knowledge which is meaningful because of personal relevancy. For example, a leader in a peer teaching situation may provide students with a choice in terms of drill selection and the result may be positive (everything is operating smoothly) or negative (chaos is created because of too many choices). New knowledge is constructed i.e. I like being a democratic leader because I'm successful and it suits my style or since there were problems, I will make any further decisions alone. Learning in leadership typically involves the active construction of knowledge which is personally meaningful because it directly relates to personal success or failure.

Leadership learning is experientially based. The means of developing leadership is not derived from expert knowledge but rather knowledge created by the individual student. Why is this so? Reasons include the lack of time and resources, the interests of students, and the motivational power of personal experiences. In a sense, it is also easier for teachers because the creation of resources and the installation of certain content i.e. theory, is difficult and time consuming. Informal discussions with students indicates that classroom time would not be particularly fruitful. A strong desire to work in practical situations is favorable for most students.

Learning in leadership situations depends on the teacher, the student, and the situation. First, outcomes vary according to the ability of the teacher to prepare the student for the experience, to provide appropriate feedback, and to encourage reflection. Second, the student's willingness to give an honest effort and analyze the experience is required. Third, the nature and complexity of the situation dictates the possibilities for learning. For example, a five minute warm-up exercise is much less involved than a two week unit on teaching swimming to a mentally handicapped person.

Little theoretical knowledge about leadership is provided in physical education classes. If the content was expanded to include some theory and classroom discussion, more depth into skill teaching, and increasing the number of resources, greater understanding of leadership might result. However, learner motivation is relatively high because most activities are hands-

on. Students do not like to sit and take notes. The participants in this study truly struggled with the nature of the leadership content. Tension exists between providing a more complete coverage of leadership and balancing the factors of time, energy, and student motivation.

The issue at hand is a question of knowledge base. How is knowledge developed or created? Teachers rely minimally on expert knowledge. There are few advantages to be gained by absorbing content having little or no applicability to the students. The preference is to encourage self-discovery and for the students to create their own knowledge. Learnings which are specific to individuals constitutes greater meaning.

This study also revealed that teachers assumed the role of facilitator of student leadership growth rather than the role of disseminator of leadership concepts and ideology. When asked to describe their role, not one of the participants called themselves a teacher. There is an uncertainty in their minds whether they actually teach leadership or if they structure the environment for leadership development to emerge. Observations of classroom settings involving active student leadership showed that teachers stepped back from the flow of the class and allowed the student leader to make managerial and content decisions. In some instances, the teacher was a 'student' in the class. It is important to keep in mind that the actual leading experience in the classroom was only one slice of the facilitative role. What happened prior to and after the experience?

Leadership teaching was primarily indirect because students were expected to discover many of the learnings, such as how to relate effectively with others, their personal communication strengths and weaknesses, and their personal problem solving ability. Some direct teaching occurred. Certain procedures were followed when organizing intramural activities or an interschool tournament. Officiating skills and planning for instruction may be taught directly. However, the main task of the teacher was to draw the student's attention to the learning and help them internalize it. This process required the teachers to ask the right questions and encourage reflection.

Leadership teaching occurs, for example, when a physical education 30 class is teaching a grade 4 class to swim. Examples of direct teaching include technical instruction of swimming skills, characteristics of grade 4 students, and principles of lesson planning. By the end of the swimming unit, a physical education 30 student has learned the three examples of direct teaching mentioned above along with many more hidden items in the agenda. As a facilitator of learning a teacher might ask the grade 12 students to think of one specific problem that they encountered. A series of questions would encourage reflection: How did you arrive at your solution? Were there other alternatives? Were you pleased with you solution? Why or why not? How did others react to your decision? Were there disadvantages to the 'best' answer? Will this experience affect your problem solving strategies in the future? Through raising

consciousness, a teacher can help a student feel and remember what he/she has learned.

This facilitation process on the part of the teacher is very delicate and challenging because there is no single set of learnings to achieve. It's not as if, each student will be able to demonstrate a forehand smash on at least four out of five tries. Students learned something unique to them. It may have something to do with confidence, patience, communication, personality conflicts, values, etc. The point is that the students will discover certain strengths or weaknesses which help them to know themselves better but the teacher has to focus the students' thinking on what is learned. The teacher provides the skeleton by structuring experiences and encouraging reflection and the student fills in the tissues. One can think of tissues as T-issues or target-issues; those learnings identified by the student as being relevant.

Teachers represent a massive hidden curriculum when instructing leadership. Overtly teachers are the delivery system and they decide content and process. Covertly, they live leadership. Leadership is modelled to the students each day and teacher enthusiasm is contagious. It is a continual challenge to build an atmosphere of trust and allow students to make important decisions. Students learn a significant amount about leadership by observing a good leader. Bill describes his feelings. "I really believe that I have an impact on kids. That's an egotistic statement to make but I know that when my P.Ed. 30s are done,

that not all of them, but I bet with at least over half of them, I've had an impact on and I've touched them somehow."

Considerations For Improvement

While conducting 25 interviews on the nature of student leadership in physical education, I became intrigued with the developmental process and the key elements which consistently surfaced in our discussions. This study provided an understanding of leadership through the meanings teachers gave to leadership. If teachers incorporate leadership into their physical education course, where do they begin? What principles should guide planning? What components characterize a curriculum on leadership?

Leadership opportunities must be made a priority in the physical education curriculum. With all of the objectives currently in place in the physical education curriculum, there is limited time to teach leadership. If leadership assumes low level status, students will likely not reap many of the inherent benefits. Teachers must be prepared to put in extra time outside of class. By stating leadership as a priority, an impetus is provided to work hard at it because of a solid belief in its importance.

Expectations must be made clear to students and they should have some idea of what constitutes leadership. Students should know what the teacher is trying to accomplish and why. This

sharing of information creates an awareness of being on the same wave length and encourages working together in this venture.

Preparation of students for leadership experiences is very important and it can be classified into one of the following four areas:

A) Work skills (planning, organizing, officiating, scorekeeping)

B) People skills (communication, empathy, sensitization to others, motivating others)

C) Self-skills (discovering strengths, values, self-esteem)

D) Theory (definitions of leadership, leadership styles, qualities of good leaders, importance of leadership) (Benson, 1987).

Teachers have to analyze the specific activities which they wish to offer students and decide which, if any, of the four areas of preparation are required for that situation. The degree of depth would vary with each teacher. The bottom line is, have I adequately prepared my students (given time restrictions and the nature of the activity) for an enriching experience in that setting?

A practical opportunity to experience a leadership role is the most crucial aspect to the whole process. Teachers perceive their setting to be more conducive to an experiential mode than a training mode. Generally, the opportunities should have certain characteristics. Students should have the chance to experience success. It may be more appropriate for some individuals to undergo increasingly challenging situations. To obtain maximum

value from a practical endeavor, students have to be decision makers and the opportunities have to be relevant and meaningful for them. In some situations, such as special projects leadership where a student works with one teacher in a physical education class as an assistant, the idea of progression becomes important. A teacher must slowly integrate students into the class by assigning easier tasks to begin with. As leadership students get to know their peers in the class, more challenging roles can be undertaken. It's a matter of helping the leadership student feel comfortable and helping to increase his/her level of confidence.

As a physical education class naturally unfolds, teachers seize examples of leadership to illustrate a certain concept. Teachers highlight factors such as group harmony, conflict resolution, effective communication, using encouragement as a motivating device, decision making options, and subtle forms of influence. An adept teacher recognizes these moments and smoothly transforms them into a learning situation.

As part of the learning process it is imperative that students receive feedback regarding their work or progress. That knowledge can come from the teacher, other students, or the individuals themselves. Feedback can occur before, during, or after the experience, preferably at all points if possible. A one to one discussion with the teacher is extremely valuable, but time consuming and thus a group context of sharing experiences is also worthwhile.

Positive reinforcement and encouragement are highly valued characteristics of feedback given to students. Teachers can

informally work on self-esteem during feedback sessions. Several teachers used questioning as a way to provide student feedback. To bring relevant factors to the awareness of students, teachers asked them questions; did you remember this? what about that? This method is very effective because the student isn't 'spoon fed' the answers and he/she is given the immediate opportunity to make decisions. Feedback of this nature is also fruitful in the preparation phase.

Teachers should give information with respect to modifications and suggestions for improvements, but it should be done tactfully. For example, giving a positive comment initially may make the student feel good and then the following suggestion is viewed positively. Underlying the whole area of feedback is the idea of support. As Randy stated, his students know that the teacher is there to support them. A mutual working relationship establishes a healthy level of comfort for the student.

Students need to become aware of potential learnings and cogitate their experiences. Teachers can make them accountable for what was learned by specifically asking them to state it. A few well selected focus questions may help to direct the reflection. What are your strengths and weaknesses as a leader and as a person? What would you do differently when faced with a similar situation in the future? What did you learn about mentally handicapped kids? (used to address a specific activity).

Ultimately, reflection can serve a larger purpose. It can help to develop a mode of thinking which would be a tremendous asset to any leader. Students are assisted in analyzing situations as

they continually ask the question why. Reflective behavior can be technical, practical, or critical in nature. Technical reflection centers on the "how"; for example, how can I motivate my followers? Practical reflection poses "why" questions; for example, why did the class react negatively to my comments? Critical reflection deals with questions related to being just, fair, and equitable; for example, should I split the class into two groups based on ability? Encouraging a wide scope of reflective behavior can enhance student learning in the realm of leadership. Reflection can be a very powerful tool when used wisely.

Teaching leadership, as with anything, requires constant monitoring with the students serving as the primary source of information. Observing and talking to the recipients of the program can provide useful data when making adjustments to the leadership content. Written evaluations by the students can also be included here. At the same time, teachers have to consciously assess the viability of their offering. Observing other programs can be helpful. Practice what you preach; what are my strengths and weaknesses as a leader? as a teacher? as a person? Encourage that mode of thinking within yourself.

Personal Impact

A leadership component has always been a significant part of my physical education instructional program because of its positive influence on students. As some of the participants in this study stated, there was a 'sense' that leadership

opportunities contributed positively to the well being of students, but it is difficult to be more specific. Following the completion of this study, I now have a clearer understanding of the role that leadership can play in physical education.

Even though student leadership comprised a part of my physical education courses, I had no idea how many other teachers shared my perspective. As a result of this study, I am reassured in knowing that I am one of many teachers who believe in leadership as a means of personal development. The opportunity to dialogue with a select group of peers was very enriching. The fact that other professionals saw the value of leadership strengthened my personal commitment toward this area.

My underlying motivation for teaching leadership was to encourage students to get involved in the community after leaving high school. Giving of ones time for the benefit of others is a most worthwhile human pursuit. Community groups are constantly looking for individuals, both volunteers and paid workers, to organize, teach, coach, or officiate activities. Exposure to leadership activities in high school makes students more confident to assume similar roles in the community. Some of the participants in the study shared this sentiment and I'm encouraged by the number of students who contribute to helping others.

I really thought I was developing leaders, but realistically I didn't have the time or the expertise to do so. In some cases, where students exhibited natural leadership attributes, the results of my efforts may have been more evident. My

encouragement of students may have brought them closer to assuming leadership roles, but not every student wants to be a leader and I have serious doubts as to whether every student can become a leader. As a teacher, I have to accept this reality. A statement by Huckaby and Sperling (1981) helps to clarify my vision of leadership. "We believe that better citizenship, self-confidence, creativity, empathy, responsibility, and numerous other positive attributes will be nurtured in the same environment that helps leadership to grow" (p. 19). The intent is not to make every student into a leader, but to use leadership as a means of personal growth.

Growth is difficult to define. Physical growth is an increase in size. Personal growth is one or more of mental, emotional, or spiritual growth. Physical growth increases stature, whereas personal growth increases knowledge, self-confidence, self-esteem, the quality of relationships, and the ability to respond to feelings. There is a whole gamut of personal growth components.

This study has helped me to more clearly grasp the notion of growth. I see personal growth as the accumulation of life experiences, either positive or negative, which increase self-knowledge, general knowledge, skills, positive attitudes, and achievements. I have to ask myself, how have I helped students to grow? Have I provided students with certain leadership experiences which have assisted them to learn about themselves? Typical student realizations have related to patience, planning, organization, communication, and problem solving. Although I

have provided the experiences, this research project has made me realize that I can do much more in the area of leadership.

As a teacher, I have to help students realize what has taken place and what they may have learned. Often experiences have transpired but students have not recognized the underlying value. Time has to be devoted to discussion and reflection. Leaders can share their experiences with the peer group. A written reflection assignment can prove to be worthwhile and valuable if there is some structure given to the assignment. Specific questions regarding the activity can be given to guide the reflection. For example, when teaching, did you feel that people understood your instructions? Were there any difficult decisions to make? Why were the decisions difficult to make? Are you any more confident now about leading a group than before the experience? Explanations and reasons for responses should be encouraged as opposed to yes/no answers.

Prior to this study I placed too much of the responsibility of teaching leadership upon myself and thought only of the teacher's perspective. To achieve some degree of success in student leadership, the developmental process must be viewed as a cooperative venture between teacher and student. Students must have some idea of what leadership is and why it is important. Responsibility for learning must rest with students. They have to take leadership roles seriously, give an honest effort, and think reflectively about their experiences. Communication between teacher and student about leaders and leadership must be on-going.

Available time for teaching about leadership was an issue that arose on several occasions throughout the interviews. A number of teachers suggested that there really wasn't enough time to delve deeply into it. The situation presents a delicate balancing act between a course on leadership or no leadership at all. Personally I can't be at either end of the continuum, I have to find a comfortable middle ground. Where does one sacrifice one area of content for another? This study has helped me to realize that the number of opportunities I provide to experience leadership is reasonable. However, I must increase the time allotments, possibly both inside and outside of the classroom, required to mold the situation into a learning experience. As mentioned previously, students need time to discuss, analyze, and reflect on their experience. This can be done in written form or verbally.

There are many aspects about leadership that can be learned and I must determine what is feasible content to incorporate. Should students be required to know formal definitions of leadership, leadership styles, leadership traits, management and organizational skills, communication styles, and problem solving strategies? I realize now that I haven't really taught leadership per se but as in the study, I've acted as a facilitator. My inadequacies as a leader of leaders have been highlighted; questionable preparation, minimal follow-up, no theoretical instruction, and a minimal use of resources. There are many areas to improve but I will focus on reflection as students follow-up their leadership experiences.

Conclusion

The following key findings emerged from this study:

1. The intent of leadership was not to make every student into a leader, but to use leadership as a means of facilitating personal growth.
2. The leadership subject matter was ill defined and the leadership objectives were unclear and difficult to measure.
3. Learning in the area of leadership was experientially based.
4. The teacher assumed the role of facilitator.

When a physical education teacher speaks of leadership it is generally perceived to be more encompassing than the typical notion found in the literature. For example, components such as specified roles, power, influence, and achieving common goals are variables commonly referred to by the experts when discussing leadership. These aspects are rarely considered by teachers in the physical education context. Teachers felt that students did not actually have to be leading a group of people per se and the influence exerted upon followers could be very subtle. Some of the leadership activities described in this study were not really leadership oriented but perhaps preparation for a future leadership role.

One interesting concept arising from this study which virtually did not appear in the physical education literature was that of leading oneself. This notion is consistent with using

leadership as a vehicle for empowering people. Leading oneself includes knowing oneself, self-discipline, self-motivation, and setting and achieving personal goals. One could debate whether this is in fact leadership at all but that is a moot point. Helping students feel better about themselves and providing the knowledge and skills to live in society is at the heart of education. By emphasizing leadership and in particular, leading oneself, teachers are actually getting at the crux of the educational process.

Leadership experiences also broaden the concept of physical education where students view the subject matter in physical education as more than physical activity. Students become the initiators in leadership rather than reactors with a whole new perspective on learning opening up when they initiate activity on behalf of others. People respond to the student leader in a different light. You're judged by a fresh criteria. An element of responsibility toward others is now inherent. Students learn that tremendous satisfaction can be derived by working with others in a physical education setting.

It would be difficult to teach leadership as a single unit and then not return to it. It does not come in a neatly wrapped curriculum package. Usually the objectives are not immediately met. To be successful, the process is on-going. Components of leadership are often taught in seminars and workshops. In schools time is a restriction. Leadership has to be embedded within the total program, becoming the fibre of the program. A

teacher has to be constantly talking to kids about leadership and giving them feedback on their worth as individuals.

The leadership learnings are like a campfire. A teacher provides a match and enough dry wood to potentially start a raging blaze. The students represent oxygen, the substance which breathes life into the fire. If little or no oxygen is supplied i.e. effort, sincerity, and reflection, no learning will take effect. Each fire is unique for each individual in terms of how soon it starts, the size of the flames, the generation of heat, and how soon it dies out.

Suggestions For Further Study

1. Study one specific program in detail (a case study). More in depth observations and discussions with students would further help to uncover the intricacies of leadership.
2. Develop a leadership course in physical education and evaluate it.
3. Determine the benefits of school based leadership programs after a student leaves high school. What do students derive from a unit on leadership or a leadership experience in physical education? If possible, a number of students who have passed through a leadership oriented physical education 30 course could be contacted. Obtaining their perspective on leadership benefits through interviews may confirm or deny many of the perceived rewards.

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APPENDIX A
SAMPLE LEADERSHIP DOCUMENTS

Physical Education
Teaching Assignment

A. You are to present in class, on your assigned day, a lesson. The warm-up should include the following:

1. Light movement and stretching (to warm-up the large muscle groups of the body). When doing this stage of your warm-up, you usually start with your head and work your way down to your toes.
2. Muscular endurance and strength exercises. Example- abdominals, push-ups.
3. Cardiovascular work out (to work the heart and lungs). Example- jogging, skipping.

You may wish to use music to enhance your presentation. If you need a cassette recorder or a record player, please let A.V. know well in advance. You may sign out equipment from the A.V. room. You may want to do specific exercises within your warm-up which correspond to the lesson.

B. Along with your presentation, you are to hand in a written assignment to include:

a) title page
b) warm-ups and why
c) objectives (goals)
d) main teaching points

e) list of all the activities or drills you are presenting to the class

f) diagrams

g) evaluation

h) bibliography (if you used any books)

C. Marking Scheme:

1. Content
   - -variety
   - -applicability — 15 marks
2. Presentation
   - -voice
   - -length
   - -control (discipline)
   - -knowledge of exercise — 15 marks
3. Written assignment
   - -completeness
   - -on time
   - -explanation
   - -neatness — 15 marks
4. General Impression — 5 marks

P.ED. 30 Name:_____

Components

1. Covers entire body ___ out of 10
2. Cardiovascular ___ out of 20
3. Flexibility ___ out of 15
4. Strength and endurance ___ out of 15

Presentation

5. Warm-up is written out and handed in ___ out of 10
6. Originality of warm-up ___ out of 5
7. Clarity of explanation ___ out of 10
8. Voice ___ out of 5
9. Class organization ___ out of 10

APPENDIX B

SAMPLE INTERVIEW QUESTIONS

Sample of Round One Questions

1. What activities do you currently have in your P.ED. 30 program which develop student leadership?
2. Are the students involved in intramural organization?
3. Is officiating a part of your leadership component?
4. Do the camping trips provide an aspect of leadership for the students?
5. Why is leadership a part of your program?
6. What aspect of your program are you most pleased with?
7. What frustrations or difficulties do you have in teaching leadership to students?
8. Can you comment on any feedback that you have received from students regarding their experience with leadership?
9. Do you receive more positive than negative comments?
10. How do you perceive leadership? What is it to you?
11. What do you see as your role in developing student leaders?
12. Are there certain leadership skills that should be taught to students?
13. Are you fairly comfortable that students are prepared prior to their leadership involvement?
14. How much time do you spend in the classroom?
15. Do you teach leadership theory?
16. Why would a teacher not want to teach leadership?

Sample Round Two Questions

1. Is there a difference between service hours and leadership?
2. What are your objectives when you present a leadership opportunity for students?
3. In intramurals, one of the skills that a student should obtain is the ability to organize. Organization can help them in other facets of their lives. Is that really training them to be a leader?
4. Why do the leadership opportunities derived from the intramural experience provide definite leadership development?
5. You talked about working with people and that seems to be crucial when discussing leadership. How can teachers help students learn how to work with people?
6. If people skills are really important and if it's really difficult to incorporate it, is it still worth going after this elusive thing we call leadership and trying to work on it as best as we can within our limitations?
7. In leadership experiences, what do you think students should learn about themselves?
8. Do you think that students should understand what you mean by leadership and what your objectives are?
9. What do you mean by growth?
10. Can you give a specific example of how leadership develops responsibility?

Sample Round Three Questions

1. What comments can you make regarding the proposed framework?
2. Are all the components within the framework essential?
3. If leadership isn't really a part of your evaluation per se, would it be correct to assume that it is not a priority?
4. Is it important to measure your objectives to see if they have been accomplished?
5. How do you know if you are doing a good job of teaching leadership?
6. Have the experiences that you have had as a leader, particularly as a student, had any bearing on leadership being a part of your physical education courses?
7. Why does a student's level of confidence increase with exposure to leadership activities?
8. Are you trying to change students in any way?
9. Is there a difference between leadership and life skills?
10. Can you clarify what you mean by values?
11. How can a teacher help to develop self-esteem?

APPENDIX C

PILOT STUDY QUESTIONNAIRE

Leadership Questionnaire Given To P.ED. Department Heads

January 10, 1989

My name is Phil Quinn. I have taught physical education for eight years in Fort Saskatchewan and I am currently a graduate student at the University of Alberta, enrolled in a Masters Program in curriculum and instruction. I have an interest in leadership development and I am investigating it as a possible thesis topic. I would greatly appreciate your response to the following questions, as it would provide me with valuable direction.

Please bring the completed questionnaire to your next Department Head Meeting on January 19.

Name:_____

School:_____

School Phone Number:_____

LEADERSHIP IN THE PHYSICAL EDUCATION 30 CURRICULUM

Please respond to the questions in relation to the Physical Education 30 course. Use the following definition of leadership as a basis for your response:
"the ability to motivate or influence others in achieving common goals."

1. Does this definition match your conception of the term? If not, what is your definition of leadership?

2. What activities currently take place within your Physical Education 30 program which promote leadership development?

3. Can you comment with respect to any positive or negative feedback that you have received from students in regards to their feelings about the leadership development opportunities?

4. Can you suggest the names of any students, teachers, or administrators in your school who would speak to me about the value of including a leadership unit in the Physical Education 30 curriculum?

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX D

SAMPLE JOURNAL ENTRIES

I interviewed Randy today for the second time and asked him if he would be part of my core study. He agreed. He had three other things on the go during this particular lunch hour, but he made time to talk to me. Rick asked me how things were going with my project and his sincerity was evident.

It's interesting how more than 1 teacher, including Rick, have this belief that other people out there are doing a better job than they are. Part of that might be that they know there are other things that can be done, but can they really be done in the context of physical education?

I noticed that a lot of students seem to be going in and out of the main physical education office during both of my visits to his school. After the interview today it made a little more sense. I think these students are part of the group who are involved in P.ED. leadership. Rick says that these students are given a lot of respect and responsibility. The comment made about working hand in hand with teachers appears to be visibly evident.

Thursday, May 25

I went to John's school today. He arranged for me to observe a student in a leadership role. Jim is a returning grade 12 student who is taking P.ED. leadership special project and is working with John in a grade 10 class.

The class was supposed to be outside to finish up a soccer unit but because the weather was not conducive they stayed inside and played a form of broomball/hockey. Jim was in charge of attendance. When the game began, he took a leadership role of officiating. I observed his responses as a leader. For the most part, the students listened to him. As the play progressed, he made comments regarding the placement of sticks i.e. that they were not too high and comments with respect to fair play i.e. give the player with the ball at a stoppage of play room to put it back into play. He was not afraid to speak out if safety or equality issues needed to be addressed. He displayed a level of confidence in his own judgement to make statements of importance as a referee. At one point, he stopped play and said that if the sticks got above a certain point, a consequence would result, i.e. a penalty. He was in charge of timing the subs. A few class members gave him a hard time about not changing soon enough. He didn't really respond as a teacher probably would. He told them not to whine and made some comment about their math 15 skills.

I had the opportunity to speak to him for about 25 minutes while John assumed his refereeing duties. He seemed to be fairly mature and willing to talk about his experiences. He told me that his duties included marking exams, participating, demonstrating skills, attendance, officiating, evaluation and equipment set-up. There really wasn't a teaching component for him to experience. He said he wouldn't mind it and it would probably be fun but he felt that it wouldn't be fair to the grade 10s. Generally, he felt that he was given respect by most of the members of the class.

He had some difficulty telling me what he got out of the leadership experience. I don't think he had really thought about it before. The first comment related to communication. He felt that his verbal skills had improved. He felt that he was now more open minded about people. The experience has broadened his perspective and he is a little less willing to judge other people. His confidence has increased. He enjoys the physical environment and enjoys helping someone else out. I think he enjoyed the sense of belonging to a group, a group which evolved around physical activity.

Jim saw leadership as helping the teacher, making sure that the class runs smoothly. At the end, hopefully everybody is happy with the class. He does what is asked of him and hopes the teacher doesn't have to bail him out.

What are some of the skills of leadership? You can't be shy. You have to be out-going and somewhat aggressive, not afraid to do something. Leadership is hard to teach because each teacher has a different perspective on what to teach. He compared it to making judgements as a hockey ref, which he is quite involved in. His learning takes place while he experiences his leadership role.

I think a teacher has to help the student dig deep down inside themselves to uncover the hidden subtleties arising out of their leadership experiences. Questions, awareness of feelings, values and attitudes must be a part of the process. The treasures are emerging all the time but if they are not made conscious they may never be applied.

Tuesday, May 30

I went to interview Bill and once again we had some problems matching our times. He's going to do a professional development session on student leadership. He asked some of his students to read a part of the transcript and they agreed that that was Coach. He said that I could come out and watch the track practice.

All of a sudden a massive amount of people came out from behind the school, probably about 100. They took a short warm-up run and then went to a pad where the stretching transpired. A group of 6 or 7 students led the stretching. Bruce then sent them to their stations and they got at it.

Bill introduced me to Omar. I really enjoyed talking to him. Leadership means that you are in a position where people depend on you day in and day out. It gives you a feeling that you can't describe. You have to dedicate yourself, give 110%. He mentioned patience and control. When you see the followers and your effects that rub off on them, you feel good, a sense of accomplishment. How has leadership helped you? It's helped him mature and settle down. He realizes that to be a leader, you have to be mature, committed, and treat others fairly (equally). Sometimes that's hard to do. Sometimes people won't give you all their attention. After the experience with the mentally handicapped kids, it is easier to deal with kids who don't have those types of problems- an attitude problem is small in comparison. There is no special way to teach leadership. The main thing is to get some experience in a leadership role. You learn and grow from mistakes. Not everyone can do it. His experiences have helped him in his personal life. He is more sensitive to his feelings about other people. Another important part of leadership is encouragement. People

under your leadership should know that you're there to help them. You can't be afraid to criticize. If you think that something is going to help, it's your responsibility to speak up. Attitude rubs off.

I observed both Omar and Craig in a leadership role. They each helped in an instructional capacity, one in the sprints and one in the hurdles. Omar was telling a runner about posture and making good use of gestures to convey his point. Craig spoke encouragement to not only the other 4 hurdlers in his group but also to the runners who went by him on the track. After a hurdler went through his trial run, Craig told Bill what he thought the problem was, a hip rotation not pulling through. At another point he told an upcoming runner that concentration at the end was important because of the fatigue factor.

Bill introduced me to Don who was a sprinter and another member of his P.ED. 30 class. Before I knew it, 2 other grade 12s from P.ED. joined our conversation. They were all very willing to talk about leadership and how they felt about it. Don said that when he came to Scona in grade 10, he was like a lot of the grade 10s, big ego and kind of hot shots but the grade 12s led by example and re-directed their attitude. Another student commented, did you see where we did the warm-up; when I was in grade 10 I stood at the back and really looked forward to the time when I could be up at the front (leading). They saw the importance of leading and wanted that higher profile. Leaders get respect and people look up to you. You get satisfaction from helping people to do a god job, that you contributed to that. Leadership gives one a better grip on how to deal with people;teaches responsibility. You learn from other people's experiences. Learning occurs by osmosis, by doing. Other words that

were brought up included understanding, tolerance, patience and ability to motivate people.

APPENDIX E

SAMPLE INTERVIEW TRANSCRIPT

Hannah- Friday May 26

Q. When I've talked to people, some common items have come up. These include helping kids to plan, be organized, communicate, helping them as they are in responsible positions. To me, that sounds like the development of life skills and not necessarily leadership development. How would you respond to that statement?

A. I see similarities between life skills and leadership. There are times in your life no matter where you are, whether you're a parent or in the work force, that you're going to have to take a leadership role. So life skills, leadership and followship are very much the same thing.

Q. Is leadership the proper term for what physical educators are trying to accomplish? Is the thrust leadership in terms of leading people or is it to make the person a better person?

A. I think it is social skills because when you take on a leadership role all the other skills that you

want as a person in a democracy, accepting responsibility, being dependable, following through on something, making a commitment, accepting a challenge, these are all aspects of a successful lifestyle. That continues on.

Q. Can you do that outside of a leadership context?

A. No because I think when you take on a responsibility, there is a leadership aspect to that. Now you may not be front and center of a group but you are still carrying the charge of whatever your task is, whether it's in the physical education gym, or whether it's in your church group, or where ever. Leadership does not necessarily mean that you're standing in front of a group of people and saying follow me. It may mean that you're just coordinating something and taking initiative to get something going. Maybe I take a broader perspective of the term leadership.

Q. Could we call this social skill learning?

A. It is social skill learning. But if you're working with children in elementary school, you're developing social skills with regard to how they get along with their peers. In leadership, it's taking

social skills and it's learning to work with your peers but being in charge of what your peers are doing. You're not depending on an external person to control the environment that you're in; that you can work with your peers and control the environment that you're in.

Q. What do you hope or want the students to get out of these leadership experiences?

A. I want them to get a sense of achievement. I want them to know what it feels like to start something, to carry it out and to finish it and to know that if given a challenge you can take it. I want them to find a sense of satisfaction that you get out of doing something well. Whether you get praise from other people or not, the fact that you are pleased and satisfied with yourself is important. Other people are richer for knowing you and you are richer for working with other people. That's one of the very interesting things about that P.ED. 30 course, is that it's a very socially enriching course for students.

Q. Ultimately, is it that you want the student to be a better person?

A. Yes, to be a better person in terms of their own self-perception. That's very central, particularly in physical education.

Q. Why particularly in physical education?

A. Because you're working so much with your own body. If you're in a regular classroom, you can sit there and just be a blob and soak in whatever is given to you. But in physical education, you can't do that. You can't just walk into a gymnasium and sit there and let things be soaked in. You have to participate and interact or react to the situation that's given to you. Now when you are in charge of that situation, you're the one that's the organizer, you're the one that's the leader, you then take on the responsibility of the entire area that you're in. You really get a sense of you and how you relate to everyone else. It's very self-learning. I know that when I talk to students afterwards, they become very introspective about themselves.

Q. How do you know if your objectives are being met?

A. As soon as the youngster starts asking me, how did I do? or starts evaluating what they did, then you have achieved what you want to achieve.

Q. Did you cause some change in that person?

A. I don't like the word change because it's not change. It's a different way of looking at something. They look at whatever is happening in their life in terms of themselves being the initiator rather than being the reactor. Unfortunately in education, we're not giving students enough of that right now. The most important thing that I think you get out in the job world is how well you get along with other people and your social skills. You can be the most knowledgeable person in the world with whatever your field is, but if you can not relate to other people, then you just are not going to function.